Guide

for Private School Planning and Results Reporting

For Education Plans 2004/05 – 2006/07 (May, 2004) and AERRs, November 2004 and 2005

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This guide is intended for funded, accredited private schools that provide a complete elementary, junior high and/or senior high school program.

What's Changed?

• Added applicable reporting recommendations for the AERR from p.151 of the Commission on Learning Report, including	Page 1
- Highlights of teacher professional development plans.	Pages 11, 17
- Supports for schools, such as teaching assistants, teacher librarians, counselors	Pages 12, 19
• Announced the adaptation of the Accountability Pillar measures for private school authorities starting with the 2005/06 to 2006/07 plans (more information to be included in the 2005 guide).	Page 1
• Restored the requirement for an Accountability Statement in the authority three-year plans and AERRs.	Pages 5, 10
• Deleted the financial outcomes in Goal 1.	Link 5 - Page 22
• Indicated that parent advisory councils should have the opportunity to participate in the development and implementation of the school plan.	Page 4
• Added setting targets and reporting on combined achievement test results (all subjects and grades combined), as well as on each test.	Link 1 - Page 14 Link 2, -Page 18 Link 5 - Page 22
• Included the list of RCO outcomes and measures to assist private schools develop local measures. (Appendix 5)	Pages 32-39
• Appendix 6, Setting Targets for Performance Measures, has been revised extensively and includes the timeline for equating of and setting targets for diploma examination results in subsequent years.	Pages 40-45
• Appendix 7, Measuring Performance through Surveys, has been revised extensively and includes information on:	Pages 46-61
• a new resource for school jurisdictions on conducting surveys,	
- the new provincial Accountability Pillar surveys of students, parents, and teachers (grades 4, 7, 10) and of board members (examples for private schools).	
• Added a glossary of accountability terms. (Appendix 8)	Pages 62-64
• Included a checklist of private school authority and school reporting requirements for 2004 (based on the 2003 edition of the guide).	Link 3-Page 20

Clarified:

• Reporting on measures in the AERR according to each goal and outcome.	Page 11, Link 2-Page 17, and Link 3-Page 20
• Including an assessment of progress and performance, along with the reporting of results and targets in the AERR.	Page 14, Link 2-Page 17 and Link 3-Page 20
• Programs for all students be addressed in plans, including ECS, home education, online (as applicable).	Page 8
• Reporting on results for special populations of children/students and students in alternative delivery programs (as applicable), required.	Page 11, Link 2-Page17 Link 2, Pages 17,18
• Reporting protocols when there are small numbers of students.	Link 3-Page 20
• Extension of deadline to **June 30, 2004** for the private school authority three-year education plans, 2004/05 and 2006/07.	Link 1-Page 13 and Link 4-Page 21

I. Introduction

Revised This guide has been prepared to assist Alberta's private school authorities and their schools in preparing, updating and reporting on their three-year education plans. New and revised contents are labelled. It also contains the reporting requirements for November 2004 on the 2003/04 school year. The Accountability Pillar measures of the Renewed Funding Framework are being adapted for private school authorities, and will be included as requirements in the 2005 edition of the guide.

Purpose of Private school authority Planning and Results Reporting

Preparing plans and reporting results are essential elements of accountability and continuous improvement in basic education. These documents assist boards to:

- improve education for ECS-12 students,
- identify student learning priorities,
- guide decision making and budgeting,
- address provincial directions and local needs,
- enhance communication with parents and the public.

Purpose of the Guide

Revised This guide outlines the specific requirements for private school authority three-year education plans for 2004/05 to 2006/07 (due May 31, 2004) and annual education results reports on the 2003/04 school year (due November 30, 2005). **The primary changes to the guide relate to the recommendations on reporting of the Alberta Commission on Learning, and additional information on measures, targets and surveys to assist private schools and provide advance information on the Accountability Pillar measures, which will be adapted to apply to private school authorities in the 2005-2008 planning cycle.**

In this document, general information on planning and reporting is separated from specific requirements for school authority plans for 2004/05 to 2006/07 and Annual Education Results Reports for 2004/05. The general information is provided in Sections I to IV. Specific provincial requirements are provided in the links in Section V. Links 1-3 list the requirements for school authority education plans and results reports. These are reviewed each year. Related reference materials are in Section VI, Appendices.

Checklist of Requirements for Private School Authority Three-Year Education Plan, 2004/05 to 2006/07, Link 1

Checklist of Reporting Requirements for 2005 on the 2004/05 School Year, Link 2

New **Checklist of Reporting Requirements for 2004 on the 2003/04 School Year, Link 3**

While the guide is intended for private schools in Alberta, it can be used by any organization that seeks to plan its goals, measure its progress, make improvements and communicate its achievements, as it is based on good planning and reporting principles.

II. Planning and Reporting Overview

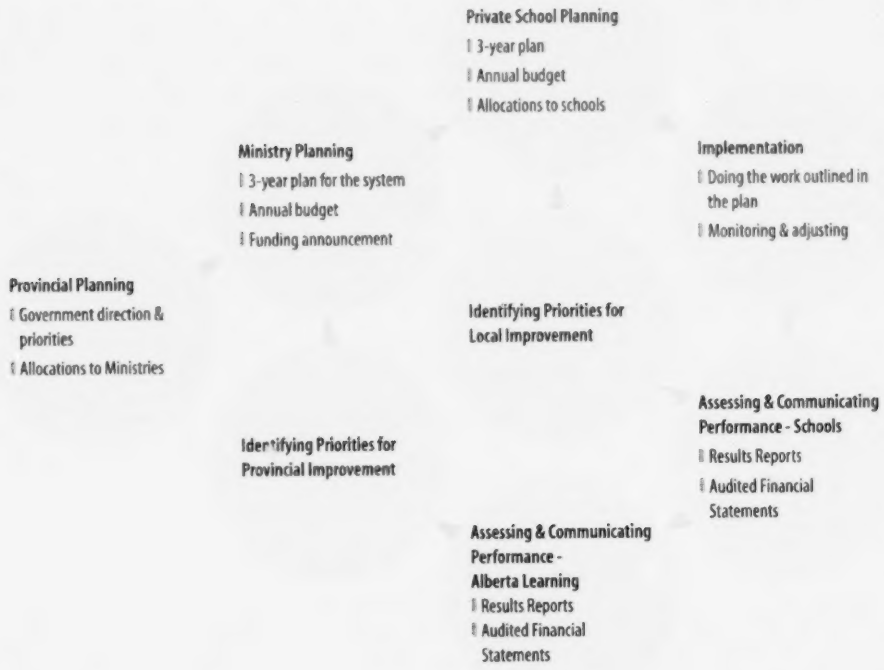
Planning and reporting by school authorities and schools throughout Alberta are carried out within the provincial government's Accountability Framework.

Government of Alberta Accountability Framework

The Accountability Framework for the learning system, based on the *Government Accountability Act*, is an ongoing cycle that enables continuous improvement and critical reflection by:

- setting priorities, measuring progress and using results to develop actions to improve education for students;
- aligning authority and provincial goals and priorities;
- incorporating community input;
- allocating resources to achieve goals and improve results; and
- communicating with stakeholders (staff, students, parents, parent advisory councils, the school community and Alberta Learning) about school authority directions and results.

Accountability Cycle for Continuous Improvement in ECS-12 Education



Each level in the Accountability Framework plays a key role, as outlined below:

Government of Alberta

- sets overall provincial direction;
- allocates funds to ministries;
- monitors and reports on progress;
- uses results to plan improvements.

Revised *Alberta Learning*

- prepares three-year learning system business plan and guidelines for school authority and post-secondary institution planning and reporting based on provincial direction;
- assesses and reports annually on results and uses results to set targets and plan improvements; identifies provincial priorities for improvement;
- allocates funds to school authorities and post-secondary institutions; and
- defines basic education, establishes outcomes for the K-12 system, reviews school authority and post-secondary institution plans and results for compliance with provincial requirements, for evidence of improvement, and to identify implications for provincial-level planning.

Revised *Private School Authorities*

- plan and implement three-year education plans for the private school, aligned with Ministry direction;
- allocate resources to schools and programs;
- monitor progress;
- assess and report results annually to its school community and the Minister;
- use results to set targets and plan improvements.

References:

- **Legislative Authority, Appendix 1**
- **Basic Education in Alberta – The Definition, Appendix 2**
- **Alberta Learning's Three-Year Business Plan for 2004/05 to 2006/07 http://www.learning.gov.ab.ca/department/businessplan/.**
- **Funding Manual for School Authorities for the 2004/05 school year, http://www.learning.gov.ab.ca/funding/FundingManual/.**

III. Education Planning

Private school plans focus on student learning over three years. Some components of these plans are updated annually, such as strategies and priorities, so that as one year is completed another is added. The plan continues to roll forward, maintaining a three-year time frame. This allows the private school authority to respond to recent performance results and changes in the operating environment while maintaining continuity from year to year. Although entirely new plans are rarely prepared, every few years other components, such as the vision, mission and beliefs should be revisited and refreshed.

If a private school has a parent advisory council, the council should be involved in the development of the private school authority's three-year education plan.

Preparing and Updating Plans

Private school authorities annually update their three-year education plans based on the principle of continuous improvement, with a focus on improving student learning. This annual updating takes into account a number of considerations, including:

- school results;
- input from stakeholders such as parent advisory councils, students, parents and the public;
- resources available;
- Alberta Learning's three-year plan and annual performance results;
- feedback from Alberta Learning.

Private school authority three-year plans align with and build on Alberta Learning's vision, mission, goals and outcomes for the learning system. Private school authorities may augment the goals and outcomes **required** by the province by incorporating local goals and outcomes to reflect their unique characteristics and circumstances.

Communication

Three-year education plans serve as a valuable tool for communicating with school staff, students, parent advisory councils, parents and private school community. Private school authorities are expected to use a variety of means (e.g., newsletters, brochures, web sites) to inform parents and the school community of their goals, plans, results and priorities for improving education for students, and for the use of resources.

Publication and Notification Requirements for School Jurisdictions Plans, Link 4

Alberta Learning staff review school authority plans and results reports to ensure alignment with provincial goals and priorities for improvement, and to provide input into provincial-level planning for the learning system. Reports of the findings from the reviews are prepared for use by Ministry staff and provided to jurisdictions.

Elements of Education Plans

Listed below are the elements that characterize a good plan. Alberta Learning requires some of these elements, as noted.

Foundation statements, such as vision, mission, principles, and/or beliefs articulate the school authority's purpose. Contextual information, such as a school profile, trends and issues that affect operations, describe the planning environment.

Alberta Learning **requires** private school education plans to include the following:

- an Accountability Statement
- provincial goals and related outcomes;
- provincial priorities for improvement;
- performance measures for outcomes and priorities for improvement;
- local targets for the performance measures;
- strategies for outcomes and priorities for improvement.
- highlights of the private school authority's financial plans.

These elements of education planning, taken together, combine to form an education plan that enables the private school staff and stakeholders to know where the private school is going, how it plans to get there, how progress will be measured and how resources will be used along the way.

New ***Accountability Statement*** *[Required]*

The Accountability Statement, signed by the principal and board chair, is the organization's commitment to implement the plan and achieve the outcomes and targets, stated as follows:

> The Education Plan for (name of private school authority) for the three years commencing September 1, (year), was prepared under the direction of the authority's Board of Directors in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, the *Policy on School Authority Education Plans* and the provincial government's accounting policies. The priorities outlined in this Education Plan were developed in the context of the provincial government's business and fiscal plans. The Board of Directors is committed to achieving the planned results laid out in this Plan.

Foundation Statements

The vision, mission, and principles and/or beliefs of a plan reflect the jurisdiction's aims and values.

Vision

A vision looks to the future. It describes a set of ideal circumstances and results that school authorities strive to achieve. These ideals focus on student achievement and the programs or services that maximize student learning. The vision should be consistent with Alberta Learning's vision for the provincial learning system:

The best learning system in the world.

Mission

A mission statement is a clear, concise description of the private school's overall purpose and role. It gives direction to the programs and services that the authority provides for its students and should be consistent with Alberta Learning's mission:

> *Alberta Learning, through its leadership and work with stakeholders, ensures that learners are prepared for lifelong learning, work and citizenship so they are able to contribute to a democratic, knowledge-based and prosperous society.*

Principles and/or Beliefs

Principles or belief statements guide decision-making and provide a foundation for developing mission and vision statements and goals for the private school. Alberta Learning has established the following principles for the learning system:

> *Learner-centred, accessible, collaborative, accountable, responsive, innovative and equitable.*

These would be reflected in the private school's statements of principles and/or beliefs.

Contextual Information

This information describes the private school's context and operating environment.

Profile

A profile is a brief description of the private school that gives context for the plan. Profiles include characteristics of communities, students, programs and location.

Trends and Issues

Trends and issues help private school authorities to identify opportunities and challenges that may impact planning, budgeting, providing programs and achieving results. A trend shows a direction of data over time, e.g. enrolment growth. An issue is a condition that may affect the organization's ability to fulfill its mandate or to achieve its goals.

Goals, Outcomes, Priorities, Measures and Strategies *[Required]*

These elements of the education plan are **required**. They are aligned with provincial goals, priorities for improvement, outcomes, measures and targets, and they address private school aims, priorities and circumstances.

***Goals** [Required]*

Goals are broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims. Private school plans incorporate Alberta Learning's **required** goals, which guide the direction of the learning system overall, and optional school authority goals that address the school's purpose, needs and circumstances.

***Outcomes** [Required]*

Outcomes are measurable statements of what private schools seek to achieve. In broad terms, they answer the question, "What will this look like when we get to where we want to be?" Plans include the **required** provincial outcomes and optional local outcomes for provincial and local goals. Each goal **requires** at least one outcome.

Required Goals, Outcomes, Measures and Targets for Private School Authority Plans, 2004/05 to 2006/07, Link 5

***Priority Areas for Improvement** [Required]*

Priority areas for improvement reflect local and province-wide performance areas that require immediate, concerted attention. Reviewing annual performance results is an important basis for selecting priorities in areas where results do not meet expectations. Selecting and addressing priorities for improvement are essential aspects of the accountability cycle for continuous improvement in Alberta's basic learning system. Private school plans are **required** to include strategies and measures for provincial and local priorities for improvement and enveloped funding.

Provincial Priorities for Improvement for School Jurisdiction Plans, Link 6, p.31.

Revised ***Performance Measures and Targets** [Required]*

Performance measures are the assessment tools that school authorities and schools use to track how far along they are in achieving the outcomes in their plan. Education plans include at least one measure for each outcome. Measures are quantitative and are expressed as *numbers of* (in relation to a total) or *percentages of*.

Private school plans include the measures that will be used to assess and report results, and the most recent result for these measures, if available. These include the **required** provincial measures and locally determined measures for provincial and private school authority outcomes, and priorities for improvement.

Targets are strategic tools to help private school authorities focus on improving or maintaining results that have reached a high level. Targets show desired levels of performance to be attained by a certain time. Targets are encouraged for local measures.

Specifically, targets **must** be set for the provincial achievement tests as follows:

- A target for the first year of the plan when there are two years of results for the measure;
- Targets for two years when there are three years of results;
- Targets for all three years of the plan when there are three or more years of results.

Targets will be required for diploma examinations in the future, when results are comparable over time (See page 44 in Appendix 6).

Required Goals, Outcomes, Measures and Targets for School Jurisdiction Plans, Link 5

References

- **Provincial Results and Targets for Required Private School Authority Performance Measures (Achievement Tests and Diploma Examinations), Appendix 3**
- **Performance Measurement, Appendix 4**
- **Set of Outcomes and Measures – Review Committee on Outcomes, Appendix 5**
- **Setting Targets for Performance Measures, Appendix 6**
- **Measuring Performance through Surveys, Appendix 7**

Revised ***Strategies*** *[Required]*

Strategies are actions that private school authorities take to achieve goals and desired outcomes that meet the needs of their students. Private school authorities are **required** to develop strategies for each outcome in their plans, including developing strategies to address:

- provincial and local priorities for improvement
- enveloped funding initiatives: Alberta Initiative for School Improvement (AISI), Student Health Initiative and High Speed Networking.

In developing strategies for their plan, private school authorities should consider:

- the needs of their entire population, ECS to 12, including any special populations as applicable (e.g., children/students with special needs, Aboriginal children/students, and children/students who are at risk academically) and students in alternate delivery methods such as online and home education,
- any major curriculum changes,
- support services needs of schools and students (e.g., teaching assistants, teacher librarians and counsellors) and
- In-service and professional development needs of staff.

If there are substantial numbers of children enrolled in ECS or the school has substantial numbers of students in home education, plans **must** include strategies to address the educational needs of these children/students.

Budget Highlights *[Required]*

This section presents highlights from the private school authority's budget for the first year of the three-year plan in a way that is easily understood by and meaningful to the school's community. Budget highlights should provide key financial information about the upcoming school year, focusing on anticipated material changes from the current year. This section may refer to budgeted changes in enrolment, certificated and uncertificated staff, programs, funding, revenues and expenses, annual surpluses or deficits and accumulated surpluses. The section should include:

- guiding principles the authority uses in financial planning;
- charts and/or tables presenting summarized information from the private school authority's budget;
- information on where readers can obtain detailed information about the private school authority's budget.

IV. Results Reporting

Private school authorities assess and report annually on their progress and achievements and use the results information to identify improvements to address in the next update of their plan. Every few years, private school authorities may wish to undertake a major retrospective by assessing accomplishments over a longer span of time, e.g., as part of a major direction-setting exercise of the board.

Revised

School Authority Reporting

Each year school authorities measure their performance and report on the progress toward achieving the goals and outcomes of their three-year education plans in their Annual Education Results Report (AERR). The performance measure results are a primary source of information for assessing and reporting on performance, and for determining where improvements are needed.

The annual results report informs stakeholders where the private school is in relation to where it wants to be in achieving its goals and outcomes. It demonstrates that the school is accountable for results and for the wise use of resources to provide quality programs for students and to address improvement priorities. AERRs provide school authorities the opportunity to summarize their accomplishments, in addition to reporting on performance.

Communication [Requirement]

AERRs are public documents, and private school authorities are **required** to communicate results to the school community. A variety of methods are available to highlight results, including newsletters, brochures, web sites, school report card, community meetings, and so forth. This extract of the private school authority AERR **must** include the results for all performance measures in the plan.

Publication and Notification Requirements for School Authority Plans, Link 4

Alberta Learning staff review private school authority AERRs on a rotational basis to ensure alignment with provincial goals and to provide summary information to private school authorities. Summary information from these reviews is provided for use by Ministry staff and by private school authorities.

Elements of Annual Education Results Reports

The Annual Education Results Report (AERR) provides information on the private school authority's major accomplishments and results of the past year, with a focus on results for students. Listed below are the elements that characterize a private school results report. Those elements required by Alberta Learning are noted.

New ***Accountability Statement*** *[Required]*

The Accountability Statement, signed by the principal and board chair, is the organization's commitment to implement the plan and achieve the outcomes and targets, stated as follows:

> The Education Plan for (name of private school authority) for the three years commencing September 1, (year), was prepared under the direction of the authority's Board of Directors in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, the *Policy on School Authority Education Plans* and the provincial government's accounting policies. The priorities outlined in this Education Plan were developed in the context of the provincial government's business and fiscal plans. The Board of Directors is committed to achieving the planned results laid out in this Plan.

Highlights *[Required]*

This section briefly highlights the private school's results and accomplishments for the last year and must report the results of the **required** measures (i.e., provincial achievement tests and diploma examinations).

Revised **Summary of Accomplishments**

This information highlights the private school's major activities to implement its education plan over the past year. This section also gives the private school the opportunity to celebrate its successes.

Private schools are required to report progress and outcomes of specific provincial initiatives that receive enveloped funding under the Renewed Funding Framework: AISI, Student Health (SHIP) and High Speed Networking. This reporting can be included in an Accomplishments section.

Note: Private schools are **required** to report AISI project summaries in the AERR, focusing on results achieved. For projects that have reached the end of their three-year term, this information must include highlights of the results of the summative evaluation. (See *AISI Administrative Handbook*. The original *AISI Administrative Handbook*, December 1999, is being updated and will be posted in Spring 2004, on the AISI web site at: http://www.learning.gov.ab.ca/k_12/special/aisi/).

Private schools have considerable flexibility and discretion when it comes to deciding how to allocate and use the funding provided. Private schools continue to be responsible for providing appropriate programs for all students and for the achievement of all of their students. As such, the report should include highlights of:

- actions taken (e.g. programs provided and changed) to meet the needs of special populations of students (as applicable):
  - Aboriginal children/students,
  - children/students with special needs, and
  - children/students who are academically at risk.
- alternate delivery programs provided, including (as applicable):
  - home education programs, and
  - online programs.

New Teachers are required to have professional development plans and to update their knowledge and skills. Include in the report highlights of teachers' professional development plans (under development). More information will be provided on this new reporting requirement when available.

The Summary of Accomplishments also should address any other significant initiatives, such as implementation of new curricula.

Performance Measures Results *[Required]*

Private school authorities are **required** to assess and report performance results in relation to the goals, outcomes and priorities for improvement in their three-year plan for:

- the **required** measures, and
- local measures.

Revised For these measures, AERRs **must** include five years of private school authority and provincial results (or as many years as available if less than five), with the provincial and authority target for the most recent year of results. Private school authorities analyze performance results and **must** include in the AERR an assessment of their progress toward achieving the outcomes and goals of their three-year plan. Contextual information can be provided to explain results and describe the environment in which results were achieved. This qualitative information enhances understanding of quantitative results and contributes to the overall assessment and reporting of progress and achievement.

Note: The multi-year results for the required measures (achievement tests and diploma exams) are provided by Alberta Learning.

Checklist of Private School Authority Reporting Requirements for 2005 on the 2004/05 school year, Link 2

Checklist of Private School Authority Reporting Requirements for 2004 on the 2003/04 school year, Link 3

Provincial results and targets for achievement tests and diploma examinations are provided in Appendix 3.

Provincial Results and Targets for the Achievement Tests and Diploma Examinations, Appendix 3

Future Challenges *[Required]*

Private school authorities briefly describe the major education issues and priorities for the next few years, including priorities for improvement identified from the assessment of results. This section also discusses emerging issues and trends that have implications for the private school.

Financial Summary *[Required]*

In the financial summary, private school authorities communicate to the public the key messages arising from their audited financial statements that are relevant to the evaluation of the year's financial results. This section should:

- provide the reader with key financial information about the previous school year, and may include references to significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus, and capital reserves;
- include program expenditure information in a table or graph format for the primary audience – parents and other members of the school's community;

New

- report supports for schools and students such as teaching assistants, teacher librarians and counsellors (the new reporting requirements are under development; more information will be provided when it is available); and
- indicate how readers can access additional financial information.

V. Links

Link 1
Checklist of Requirements for Private School Authority Three-Year Education Plans, 2004/05 – 2006/07

Private School Authority Plans (deadline extended to June 30, 2004)

- Indicate how information on the plan was or will be communicated to parents and stakeholders.

Goals, Outcomes, Priorities for Improvement, Strategies, Measures and Targets

In addition to the required outcomes and measures, private school authorities are **required** to select a measure for all provincial and local outcomes in their three-year education plan. See Appendix 3 for provincial results and targets for provincial achievement tests and diploma examinations. To assist private school authorities select local outcomes and measures, the outcomes selected by the Review Committee on Outcomes (RCO) for reporting on K-12 education in Alberta, and their associated measures, are included in this document in Appendix 5 for reference. The set of RCO measures also is available online at: http://www.learning.gov.ab.ca/rco/.

Included in Appendix 7, also for the consideration of private school authorities in selecting and reporting on local measures, are the survey instruments for the provincial surveys of students in grades 4,7 and 10 in public, separate, charter and francophone schools and their parents and teachers of school board members.

In developing strategies, private school authority plans **must** reflect specific provincial funding initiatives – AISI, Student Health and High Speed Networking – and consider implementation of new or revised programs of study, providing programs for all ECS-12 children/students, including special populations (as applicable) such as children/students with special needs, Aboriginal children/students, children/students academically at risk, and students in programs that use alternate delivery methods such as home education and online programs.

Note: Consistent with the Freedom of Information and Protection of Privacy Act, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.

Goal 1: High Quality Learning Opportunities for All

Outcome: The learning system meets the needs of all learners, society and the economy.

- At least one strategy and one measure for this outcome.

Provincial Priority for Improvement: Improving learning through effective use of information and communications technology.

- At least one strategy for this priority.
- Local measure required.

Provincial Priority for Improvement: Improving community satisfaction with education.

- At least one strategy for this priority.
- Local measure required.

Outcome: All Albertans can participate in quality learning.

- At least one strategy for this outcome.

Priority Area for Improvement: Improving children's access to services through coordination of services.

- At least one strategy for this priority.
- Local measure required.

Goal 2: Excellence in Learner Outcomes

Outcome: Learners demonstrate high standards.

- At least one strategy for this outcome.

Provincial Priority for Improvement: Improving programs and results for First Nations, Métis and Inuit learners.

- At least one strategy for this priority.
- Local measure for Aboriginal student achievement (as applicable).

Provincial Priority for Improvement: Improving early literacy and numeracy.

- At least one strategy for this priority.

Provincial Priority for Improvement: Improving secondary student achievement in mathematics.

- At least one strategy for this priority (as applicable).

Measure:

- Percentages of students (both writers and the cohort) in grades 3, 6 and 9 who achieved the acceptable standards and who achieved the standard of excellence on each provincial achievement test. Also include, for both writers and the cohort, the combined results for all subjects and grades. Specifically:
  - For the above, provide in table format the most recent year of jurisdiction and provincial results as well as jurisdiction and provincial targets for each year of the plan. (Examples are provided on pages 27 and 28 of Appendix 3.)
  - Also indicate on the table of **cohort** results and targets that:
    - Grade 3 results at the acceptable standard in language arts and mathematics measure the provincial priority: improving early literacy and numeracy,
    - Grade 9 results at the acceptable standard in mathematics measure the provincial priority: improving secondary student achievement in mathematics.

Note:

- The combined result and target (all subjects and grades) is an unweighted average of the results or the targets for acceptable and for excellence for all subjects and grades for a particular year.

Other Measures for this Outcome:

- Percentages of students who achieved the acceptable standard, and the percentages who achieved the standard of excellence on diploma examinations (most recent year of authority and provincial results). Targets not required in the 2004/05-2006/07 plan.
- Participation rates in diploma examination courses (most recent year of authority and provincial rates for each course).
- Results for local measures of achievement of special populations of children/students and for students in alternate delivery methods (as applicable):
  - children/students with special needs,
  - children/students who are academically at risk,
  - home education programs, and
  - online programs.

Outcome: Learners complete programs.

- At least one strategy for this outcome.

Provincial Priority for Improvement: Increasing high school completion rates.

- At least one strategy for this priority.

Measure (for high schools)

- Local measure of high school completion or appropriate adaptation.

Outcome: Learners are well prepared for lifelong learning

- At least one strategy for this outcome.
- Local measure required.

Outcome: Learners are well prepared for employment

- At least one strategy for this outcome.
- Local measure required.

Outcome: Learners are well prepared for citizenship.

- At least one strategy for this outcome.
- Local measure required.

Goal 3: Highly Responsive and Responsible School Authority

Outcome: Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.

- At least one strategy for this outcome.
- Local measure required.

Outcome: The authority demonstrates leadership and continuous improvement.

- At least one strategy for this outcome.
- Local measure required.

- Local goal(s), if applicable, **Specify -**
  - Local outcomes for each local goal – **Specify –**
    - At least one strategy for each local outcome.
    - At least one measure for each local outcome.
  - Local priorities for improvement, if applicable, – Relates to any goal(s) the authority considers appropriate – **please specify goal**.
    - At least one strategy for each local priority.
    - At least one measure for each local priority for improvement.

Budget Highlights (page 8)

- Private school authority's guiding principles for financial planning.
- Summarized information for parents and community members, in charts or tables.
- Where and how the reader can get more detailed information.

Other:

- Any other information by the private school authority chooses to include.

Link 2: Checklist of Private School Authority Reporting Requirements for 2005 on the 2004/05 School Year

PRIVATE SCHOOL AERRs (NOVEMBER 2005)

- ❑ Indicate how results information was or will be communicated to parents and stakeholders.
- ❑ Indicate how private school AERRs were communicated to parents and stakeholders.

Summary of Accomplishments, including reporting on provincial initiatives that receive enveloped funding:

- ❑ Student Health
- ❑ High Speed Networking
- ❑ Alberta Initiative for School Improvement (AISI). See AISI Handbook online: http://www.learning.gov.ab.ca/k_12/special/aisi/aisi_handbook.pdf;

Other:

- ❑ Programs and progress for special populations and students in alternate delivery programs
- ❑ Highlights of teachers' professional development plans
- ❑ Other accomplishments resulting from implementing the strategies in the plan, such as implementation of new curriculum.

Reporting and Analysis of Performance Measures (page 9, Link 5).
Report results for the measures in the plan and assessment of progress. This includes reporting results on required measures in Link 5 in relation to affiliated provincial goals, outcomes and results (up to five years of data if available) and in relation to school authority and provincial targets for 2004/05. Include an assessment of progress toward achieving the respective goals and outcomes.

Notes:

- Measures that relate to provincial priorities for improvement are noted.
- Alberta Learning provides results to private schools for the achievement test and diploma exam measures. See Appendix 3 for provincial results and targets on these required measures.
- Consistent with the Freedom of Information and Protection of Privacy Act, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.

Goal 1: High Quality Learning Opportunities for All

Outcome: The learning system meets the needs of all learners, society and the economy.

Priorities for Improvement:

- Improving learning through effective use of information and communications technology.
- Improving community satisfaction with education.

Measures required to report and assess for the outcome and priorities

- ❑ Local measures from 2004/05 to 2006/07 authority plan.

Outcome: All Albertans participate in quality learning.

Priority for Improvement: Improving children's access to services through coordination of services.

Measures required to report and assess for the outcome and priorities

- Local measure.

Goal 2: Excellence in Learner Outcomes

Outcome: Learners demonstrate high standards.

Priority for Improvement: Improving programs and results for Aboriginal students.

Local measure to report and assess (if applicable):

- Local measure of aboriginal student achievement.

Priority for Improvement: Improving early literacy and numeracy.

Required measures to report and assess:

- Percentages of students (results for cohort and writers) in grades 3, 6 and 9 who achieved the acceptable standards, and the percentages who achieved the standard of excellence on provincial achievement tests. Specifically:
- Provide in table or graph format five years of school and provincial results at the acceptable standard and the standard of excellence on each test for writers and the cohort. Also include five years of combined results (all subjects and grades) for the acceptable standard and the standard of excellence for writers and the cohort.
- Report the school and provincial targets for 2004/05 for both writers and the cohort for each test and for the combined results in relation to the 2004/05 results.
- Also indicate on the table of **cohort** results that
  - Grade 3 results at the acceptable standard in language arts and mathematics results are the measures for the provincial priority: improving early literacy and numeracy,
  - Grade 9 results at the acceptable standard in mathematics measure the provincial priority to improve secondary student achievement in mathematics.
- Percentages of students who achieved the acceptable standard and the percentages who achieved the standard of excellence on diploma examinations (five years of authority and provincial results).
- Participation rates in diploma examination courses (five years of authority and provincial rates).

  Note: Consistent with the Freedom of Information and Protection of Privacy Act, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.

Outcome: Learners complete programs.

Priority for Improvement: Increase high school completion rates.

Measure to report and assess:

- Local measure of high school completion or appropriate adaptation (for high schools).

Outcome: Learners are well prepared for lifelong learning.

Measures required to report and assess for the outcome and priorities

- Local measure.

Outcome: Learners are well prepared for employment.
Measure required to report and assess.

- Local measure.

Outcome: Learners are well prepared for citizenship.
Measures required to report and assess:

- Local measure.

Goal 3: Highly Responsive and Responsible School Authority

Outcome: Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.
Measures required to report and assess:

- Local measure.

Outcome: The school authority demonstrates leadership and continuous improvement.
Measures required to report and assess:

- Local measure.

Future Challenges – major issues, concerns and priorities for the next few years (page 12)

Financial Summary – include:

- key financial information on the previous school year, noting significant changes;
- program expenditure information in a table or graph format; and
- supports for schools such as teaching assistants, teacher librarians and counsellors
- information on how the reader can access additional financial information (page 12).

Other
Any other information the private school authority chooses to include.

Link 3: Checklist of Private School Authority Reporting Requirements for 2004 on the 2003/04 School Year

This checklist is based on the reporting requirements contained in the 2003 guide for Private School Planning and Results Reporting, available online at http://www.learning.gov.ab.ca/department/planning/schoolguides/SBPRGuide2003.pdf

PRIVATE SCHOOL ANNUAL EDUCATION RESULTS REPORT NOVEMBER 2004

- ❑ Highlights of results, including results on the required measures
- ❑ Summary of AISI project results

The specific student achievement performance measures and targets listed below for Goal 2 Excellence in Learner Outcomes are **required** to be reported in private school AERRs along with school and provincial results for the past five years, if available, and school and provincial targets for 2003/04. As well, private schools include results for all measures in their plans, and comment on progress over time and toward achieving targets for all measures, in relation to affiliated goals and outcomes.

Report the following required measures for the outcome: Learners demonstrate high standards:

- ❑ Percentages of students writing provincial achievement tests who achieved the acceptable standard, and percentages who achieved the standard of excellence (five years of results) in relation to provincial results, and to jurisdiction and provincial targets for 2003/04.
- ❑ Percentages of all students in grades 3, 6 and 9 (five years of cohort results) who achieved the acceptable standard, and percentages who achieved the standard of excellence in relation to provincial results, and to jurisdiction and provincial targets for 2003/04.
- ❑ Percentages of students achieving the acceptable standard, and the percentages achieving the standard of excellence on diploma examinations (five years of jurisdiction and provincial results for each examination).
- ❑ Participation rate of Grade 12 students in diploma examination courses (five years of jurisdiction and provincial rates for each course).

Notes:

- For the measures listed above, Alberta Learning provides school authorities with multi-year reports on student results and participation. Authorities include this information in their plans and use it for setting targets and for developing strategies to improve student programs and results.
- Consistent with the Freedom of Information and Protection of Privacy Act, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.

Report the following required measure for the outcome: Learners complete programs.

- ❑ Local measure of high school completion or appropriate adaptation (for high schools).

Other

- ❑ Future Challenges.
- ❑ Financial Summary, including a brief overview of private school authority financial position.

Link 4: Publication and Notification Requirements

Three-year education plans and AERRS are **required** to be made available to the public. Private school authorities are encouraged to use a variety of methods to communicate their plans and their achievements to the school community.

Education Plans

Three-year plans are **required** to be updated by **May 31** of each year. Private schools indicate their plan is updated and meets provincial requirements on the Three-Year Education Plan Declaration Form. The Declaration Form is submitted to Alberta Learning as part of the Annual Operational Plan. **Note: Deadline has been extended to June 30, 2004, for the private school three-year education plans for 2004/05 to 2006/07.**

Results Reports

The private school authority's AERR is **required** to be prepared by **November 30** of each year. Each private school submits an Annual Education Report Summary Form to Alberta Learning by November 30. This form is designed to collect selected outcomes information achieved by funded private schools on the required measures.

Link 5: Required Goals, Outcomes, Measures and Targets for Private School Plans, 2004/05 to 2006/07

Goals and Outcomes – Linkage to Alberta Learning Business Plan
Listed below are the learning system goals, outcomes, measures and targets that are **required** to be incorporated in private school authority three-year plans. These are reviewed annually in the Ministry's business planning process, which includes consultation with stakeholders. New measures are shaded.

New

Targets for Measures
Targets are **required** only for provincial achievement tests. School authorities set targets for these measures in the context of their recent results, which are sensitive to local circumstances, as well as provincial results and provincial targets. See Appendix 6 for revised information on target requirements and advice on target setting and Appendix 3 for the corresponding provincial data and targets for the required measures. In subsequent years, school authorities will set targets for diploma examinations when exams are comparable and at least two years of data are available. See page 44 for the implementation schedule for diploma examination equating/target setting.

Goal 1: High Quality Learning Opportunities for All	
Outcomes	**Measures and Local Targets**
• The learning system meets the needs of all learners, society, and the economy	• Local measure required and target encouraged
• All Albertans can participate in quality learning.	• Local measure required and target encouraged
Goal 2: Excellence in Learner Outcomes	
Outcomes	**Measures and Local Targets**
• Learners demonstrate high standards.	• Provincial Achievement Tests: percentages of students achieving the acceptable standard and percentages achieving the standard of excellence, both for those writing and the cohort on each test and combined results (all subjects and grades). • Local targets required for each test for each year of the plan.
	• Diploma exams: Percentages of students who achieve the acceptable standard, standard of excellence, and participation rates (high schools)
• Learners complete programs.	• Local measure of high school completion or appropriate adaptation (for high schools)
• Learners are well prepared for lifelong learning.	• Local measure required and target encouraged
• Learners are well prepared for employment.	• Local measure required and target encouraged
• Learners are well prepared for citizenship.	• Local measure required and target encouraged
Goal 3: Highly Responsive and Responsible School Authority	
Outcomes	**Measures and Local Targets**
• Improved results through effective working relationships with partners and stakeholders.	• Local measure required and target encouraged
• The school authority demonstrates leadership and continuous improvement.	• Local measure required and target encouraged

Link 6: Provincial Priorities for Improvement for Private School Authority Plans, 2004/05 – 2006/07

Priorities for improvement are important outcomes where performance does not meet expectations. Private school authorities are **required** to include strategies and measures in their three-year plans to address provincial and local priorities for improvement based on their results, and to report results related to the priorities in their Annual Education Results Reports (AERRs).

Revised Listed below are the suggested and **required** provincial priorities for improvement for the basic education system and the corresponding suggested and **required** measures. The required measures are indicated.

Provincial Priorities for Improvement	Related Measures
Goal One:	
• Improving children's access to services through coordination of services	• Local measure required (see note below).
• Improving learning through effective use of information and communications technology	• Local measure required (see note below).
• Improving community satisfaction with education	• Local measure required (see note below).
Goal Two:	
• Improving early literacy and numeracy	• Percentages of students in Grade 3 who achieved the acceptable standard on provincial achievement tests (cohort results) in mathematics and language arts. **Required**
• Improving programs and results for First Nations, Métis and Inuit learners	• Local measure of Aboriginal student achievement.*
• Improving secondary student achievement in mathematics	• Percentages of students in Grade 9 who achieved the acceptable standard on the provincial achievement test in mathematics (cohort results). **Required**
• Increasing high school completion rates	• Local measure of high school completion (for high schools). **Required**.

* Alberta Learning is working to improve information on aboriginal student achievement.

Note for information: The following measures from the set of measures developed by the Review Committee on Outcomes (RCO) are required in school jurisdiction three-year plans for the goal 1 priorities above:

- Coordination of services: Percentages of teachers, parents, students and board members who agree that services and supports children at risk are easy to access and timely.
- Effective use of ICT: Percentages of teachers, parents and students who are satisfied with the opportunity to receive a broad program of studies, including technology.
- Community satisfaction: Percentages of teachers, parents, students and board members who are satisfied with the overall quality of education in Alberta.

VI. Appendices

Appendix 1: Legislative Authority

The provincial government has developed a comprehensive concept of accountability that expanded the focus from accounting for dollars spent to include accounting for results achieved. Accountability for performance involves developing plans to make the best use of resources available, assessing results to determine if expectations are being met, identifying where improvement is needed and reporting the results to the public.

This expanded concept of accountability, applying to government departments and funded agencies and organizations, was established in legislation in 1995. The *Government Accountability Act* (GAA) requires government departments and private school authorities, as well as other public agencies, to prepare plans and report on results.

The accountability cycle for the basic learning system (*Accountability in Education – Policy Framework*, June 1995) was developed to describe the application of the government's comprehensive concept of accountability to the ECS-12 system. This cycle focuses on continuous improvement and on the linkage of school authority plans and reports to each other and to provincial directions for the learning system, as reflected in the School Authority Accountability Policy, 2.1.1 (*Policy, Regulations and Forms Manual*, online at http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/toc.asp).

A variety of documents essential for school system operations are available on the department's web site, such as the three-year business plan for the learning system, the Guide to Education, the Program of Studies, the *Standards for Special Education* and the Funding Manual. The *Government Accountability Act* and the *School Act* are available on the Queen's Printer web site linked from the online Policy Manual Table of Contents, or at http://www.gov.ab.ca/qp/index.html.

Appendix 2: Basic Education in Alberta – The Definition

The definition of a basic education in Alberta was created by Ministerial Order No. 004/98: Goals and Standards Applicable to the Provision of Basic Education in Alberta Ministerial Order No. 004/98 Section 39(1)(f), *School Act*, February 10, 1998.

"A basic education must provide students with a solid core program including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy."

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- Read for information, understanding and enjoyment.
- Write and speak clearly, accurately and appropriately for the context.
- Use mathematics to solve problems in business, science and daily-life situations.
- Understand the physical world, ecology and the diversity of life.
- Understand the scientific method, the nature of science and technology, and their application to daily life.
- Know the history and geography of Canada and have a general understanding of world history and geography.
- Understand Canada's political, social, and economic systems within a global context.
- Respect the cultural diversity and common values of Canada.
- Demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty, and commitment to democratic ideals.
- Recognize the importance of personal well-being and appreciate how family and others contribute to that well-being.
- Know the basic requirements of an active, healthful lifestyle.
- Understand and appreciate literature, the arts and the creative process.
- Research an issue thoroughly and evaluate the credibility and reliability of information sources.
- Demonstrate critical and creative thinking skills in problem solving and decision making.
- Demonstrate competence in using information technologies.

- Know how to learn and work independently and as part of a team.
- Manage time and other resources needed to complete a task.
- Demonstrate initiative, leadership, flexibility, and persistence.
- Evaluate their own endeavours and continually strive to improve.
- Have the desire and realize the need for life-long learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practice employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

This document is available online at
http://www.learning.gov.ab.ca/educationguide/guide.asp?id=030201

Appendix 3: Provincial Results and Targets for Required Performance Measures

Listed below are the required measures for which there are historical provincial results and targets. Some of these are performance measures for the priority areas for improvement. The provincial achievement test cohort results for Grade 3 language arts and mathematics at the acceptable level are the measures for the early literacy and numeracy priority. The provincial achievement test cohort results for Grade 9 mathematics at the acceptable level are the measure for the secondary mathematics priority.

Provincial Achievement Test Results and Targets for All Students in Grade (cohort)

		Actuals 1998/99	Actuals 1999/00	Actuals 2000/01	Actuals 2001/02	Actuals 2002/03	Targets 2004/05	Targets 2005/06	Targets 2006/07
Grade 3 Language Arts	Acceptable	83%	84%	83%	81%	82%	83%	83%	84%
	Excellence	15%	18%	16%	15%	16%	18%	18%	19%
Grade 3 Mathematics	Acceptable	80%	82%	82%	81%	82%	83%	84%	84%
	Excellence	24%	26%	24%	27%	30%	31%	31%	32%
Grade 6 Language Arts	Acceptable	79%	80%	79%	81%	81%	82%	83%	83%
	Excellence	16%	19%	15%	15%	17%	18%	18%	19%
Grade 6 Mathematics	Acceptable	77%	79%	79%	78%	78%	80%	80%	81%
	Excellence	16%	16%	18%	18%	18%	19%	20%	20%
Grade 6 Science	Acceptable	79%	79%	82%	79%	80%	81%	82%	82%
	Excellence	22%	25%	25%	23%	24%	25%	26%	26%
Grade 6 Social Studies	Acceptable	76%	79%	79%	78%	79%	80%	80%	81%
	Excellence	16%	20%	19%	19%	20%	21%	21%	22%
Grade 9 Language Arts	Acceptable	79%	80%	79%	79%	78%	80%	81%	82%
	Excellence	11%	14%	13%	15%	14%	15%	16%	16%
Grade 9 Mathematics	Acceptable	64%	67%	66%	65%	63%	68%	68%	69%
	Excellence	14%	14%	16%	17%	18%	19%	19%	20%
Grade 9 Science	Acceptable	--	--	--	--	69%	--	TBS	TBS
	Excellence	--	--	--	--	11%	--	TBS	TBS
Grade 9 Social Studies	Acceptable	73%	73%	73%	74%	73%	75%	75%	76%
	Excellence	16%	16%	16%	18%	19%	20%	20%	21%
Combined (all subjects and grades)	Acceptable	76.1%	77.6%	77.3%	76.8%	76.8%	79.1%	79.6%	80.2%
	Excellence	16.3%	18.1%	17.4%	17.8%	18.8%	20.7%	21.0%	21.7%

Notes: TBS = Target to be set in future years when trend data are available. **Achievement test measures, which relate to provincial priority areas for improvement, are shaded**. Grade 3 language arts and math are the measures for the early literacy and numeracy priority. Grade 9 math is the measure for secondary math priority. Combined results and targets are the unweighted averages for all grades and subjects, for acceptable and for excellence results and targets.

Provincial Achievement Test Results and Targets for Students who Wrote

Note: TBS = Targets will be set in future years when more years of comparable data are available. Overall results and targets are the unweighted averages for all grades and subjects, for acceptable and for excellence results and targets.

Subject	Standard	Actuals 1998/99	Actuals 1999/00	Actuals 2000/01	Actuals 2001/02	Actuals 2002/03	Target 2004/05	Target 2005/06	Target 2006/07
Grade 3									
Language Arts	excellence	15.8%	19.3%	17.4%	16.4%	17.2%	19%	19%	20%
	acceptable	88.7%	90.7%	89.4%	89.6%	90.1%	91%	92%	92%
Mathematics	excellence	25.2%	27.5%	25.4%	29.2%	32.4%	32%	33%	33%
	acceptable	84.8%	87.9%	87.6%	88.7%	89.3%	90%	90%	91%
Grade 6									
Language Arts	excellence	17.4%	20.9%	16.2%	16.5%	19.0%	19%	20%	20%
	acceptable	84.4%	86.3%	85.4%	88.6%	89.2%	90%	91%	91%
Mathematics	excellence	17.2%	17.6%	19.3%	19.7%	19.3%	20%	21%	21%
	acceptable	83.2%	84.2%	85.4%	85.2%	85.6%	87%	87%	88%
Science	excellence	24.1%	26.5%	27.2%	24.6%	26.5%	28%	28%	29%
	acceptable	84.4%	84.9%	88.0%	86.7%	87.9%	89%	90%	90%
Social Studies	excellence	17.3%	21.2%	20.2%	21.3%	22.3%	23%	23%	24%
	acceptable	81.9%	84.1%	84.7%	85.9%	86.4%	87%	88%	88%
Grade 9									
Language Arts	excellence	12.1%	15.1%	14.9%	16.7%	15.4%	17%	17%	18%
	acceptable	87.6%	89.5%	89.2%	89.8%	89.2%	91%	92%	92%
Mathematics	excellence	15.5%	16.1%	18.4%	19.1%	20.1%	21%	21%	22%
	acceptable	72.4%	74.4%	75.2%	73.7%	72.6%	76%	76%	77%
Science	excellence	--	--	--	--	12.6%	--	TBS	TBS
	acceptable	--	--	--	--	75.7%	--	TBS	TBS
Social Studies	excellence	17.7%	17.8%	17.9%	20.3%	21.3%	22%	22%	23%
	acceptable	80.5%	80.9%	81.5%	83.2%	82.8%	84%	84%	85%
Combined [all subjects and grades]	excellence	18.8%	20.7%	21.0%	21.9%	20.9%	22.3%	22.7%	23.3%
	acceptable	76.8%	79.1%	79.6%	80.2%	85.6%	87.2%	87.8%	88.2%

Provincial Participation Rates for Provincial Achievement Tests

Subject	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003
Grade 3					
Language Arts	94.1	93.0	92.6	90.6	91.5
Mathematics	94.6	93.4	93.4	91.6	92.1
Grade 6					
Language Arts	93.1	93.0	92.1	91.2	91.0
Mathematics	93.1	93.7	92.9	91.8	91.4
Science	93.3	93.1	93.1	91.6	91.0
Social Studies	93.1	93.6	92.8	91.2	91.4
Grade 9					
Language Arts	89.7	89.6	88.3	87.5	87.4
Mathematics	88.9	89.9	88.4	87.5	87.4
Science	--	--	--	--	90.5
Social Studies	90.3	90.7	89.3	88.7	87.7

Provincial Diploma Examination Results and Targets

		Actuals 1998/99	Actuals 1999/00	Actuals 2000/01	Actuals 2001/02	Actuals 2002/03	Target 2004/05	Target 2005/06	Target 2006/07
English 30	Acceptable	86%	89%	89%	88%	92%	--	--	--
	Excellence	13%	16%	19%	19%	24%	--	--	--
English 33	Acceptable	86%	88%	87%	87%	85%	--	--	--
	Excellence	9%	8%	8%	7%	7%	--	--	--
French L.A. 30	Acceptable	--	--	--	--	95%	--	--	--
	Excellence	--	--	--	--	15%	--	--	--
Social Studies 30	Acceptable	85%	84%	85%	86%	87%	--	TBS	--
	Excellence	18%	16%	19%	21%	22%	--	TBS	--
Social Studies 33	Acceptable	83%	81%	81%	81%	82%	--	TBS	--
	Excellence	11%	13%	13%	12%	13%	--	TBS	--
Pure Math	Acceptable	--	--	77%	82%	85%	--	--	TBS
	Excellence	--	--	20%	28%	27%	--	--	TBS
Applied Math	Acceptable	--	--	--	--	85%	--	--	TBS
	Excellence	--	--	--	--	14%	--	--	TBS
Biology	Acceptable	83%	81%	81%	84%	81%	--	--	--
	Excellence	26%	23%	27%	26%	22%	--	--	--
Chemistry	Acceptable	82%	84%	79%	82%	85%	--	--	--
	Excellence	19%	24%	22%	24%	25%	--	--	--
Physics	Acceptable	87%	83%	79%	84%	82%	--	--	--
	Excellence	32%	28%	24%	33%	25%	--	--	--
Science 30	Acceptable	88%	78%	83%	82%	88%	--	--	--
	Excellence	17%	11%	14%	12%	20%	--	--	--

Note: Targets to be set in future years once the exam results are comparable from year to year. (TBS)

Provincial Participation Rates in Diploma Exam Courses

Participation Rates	Actuals 1998/99	Actuals 1999/00	Actuals 2000/01	Actuals 2001/02	Actuals 2002/03	Targets 2004/05	Targets 2005/06	Targets 2006/07
English 30	53%	55%	55%	57%	58%	--	--	--
English 33	28%	29%	28%	27%	26%	--	--	--
French L.A. 30	--	--	--	--	3%	--	--	--
Social Studies 30	47%	49%	49%	51%	53%	--	--	--
Social Studies 33	33%	35%	34%	33%	33%	--	--	--
Pure Math	--	--	33%	42%	44%	--	--	--
Applied Math	--	--	--	--	22%	--	--	--
Biology	32%	38%	39%	41%	43%	--	--	--
Chemistry	33%	36%	35%	36%	38%	--	--	--
Physics	21%	22%	22%	23%	24%	--	--	--
Science 30	5%	6%	7%	7%	7%	--	--	--

Note: The participation rate is the percentage of students completing diploma examination courses in their third year of high school.

Appendix 4: Performance Measurement

Performance measures in school authority and school plans and results reports provide information on achievement of outcomes on key aspects of the education system. This information is an essential part of accountability that enables the organization to:

- assess and report on progress, what is working well and what needs improvement;
- determine priorities for improvement and set improvement targets;
- make program and budget decisions to maintain good performance and improve performance in areas requiring improvement.

Measures typically provide quantifiable information on key aspects of education. This information is generated quantitatively through tests and data analysis or through qualitative means, such as observation, interviews and portfolio reviews. Whether quantitative or qualitative, measures demonstrate observable change. To be meaningful, measures information is obtained regularly (e.g., annually) and is normally expressed in percentages, ratios or numbers in relation to a total.

Types of Performance Measures

- **Outcome measures:** These provide information on progress toward desired results in key areas – effectiveness of programs, impacts on clients.
- **Intermediate outcome measures**: For some desired outcomes, results may not be known for several years. In such instances, it is useful to measure intermediate steps – milestones or landmarks – toward the desired outcome.

The measures in school authority and school plans and in results reports focus on outcomes and constitute the core set for assessing and reporting on progress and achievement.

Other types of measures, listed below, are important for managing resources, providing programs and services and reporting contextual information:

- **Output measures**: information on number of clients served and types of services provided.
- **Process measures**: information on activity and efficiency. These measures indicate demand for services and cost per unit of providing service.
- **Input measures**: information on resources allocated to programs, such as funding, personnel, equipment. These measures provide information on cost of providing programs and services.

Characteristics of good performance measures

Good performance measures provide information that is:

- Understandable – clear and sufficient to provide an understanding of the organization or system to staff, community and government
- Valid – meaningful and credible (sound, defensible)
- Relevant and appropriate – timely, related to important aspects
- Reliable – unbiased, error-free and verifiable
- Comparable – show change over time and/or among similar organizations
- Discrete – provides information in distinct, non-overlapping categories
- Empowering – useful for decision making, promote improvement
- Practical – can be reliably assessed with reasonable effort

References:

Alberta Treasury, *Measuring Performance: A Reference Guide*, September 1996. On the Internet at http://www.treas.gov.ab.ca/publications/measuring/. Click on "Other Alberta performance measurement documents."

Alberta Auditor General, *Government Accountability*, February 1997. On the Internet at http://www.oag.ab.ca/. Click on "The Reading Room."

New

Appendix 5: Set of Outcomes and Measures – Review Committee on Outcomes

The following table lists the full set of outcomes and measures developed for the basic learning system by the Review Committee on Outcomes (RCO), a multi-stakeholder group that worked for three years. Private school authorities may wish to consider these measures when selecting local outcomes and measures for their three-year plans. (Note: The shaded measures below are required measures for schools boards and charter schools as part of the Accountability Pillar of the Renewed Funding Framework but are not required of private schools this year) The list is also available online at http://www.learning.gov.ab.ca/rco/IndicatorsReport.pdf.

Outcomes	Measures
A. 1a. Students receive a broad program of studies including: a solid grounding in language arts, mathematics, science and social studies.	Percentage of teacher, parent, public, student and board satisfaction that students are receiving a solid grounding in language arts, mathematics, science and social studies.
	Course completions as a percentage of enrolments in language arts, math, science and social studies at the high school level.
	Panel (educators, experts, parents, and public) satisfaction that the curriculum is sufficient to provide a solid grounding in language arts, math, science and social studies.
A. 1b. Students receive a broad program of studies including: instruction in the fine arts, career, technology, health, physical education, and where appropriate, religious education.	Percentage of teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health, physical education, and where appropriate, religious education.*
	Credits awarded annually in selected subject areas in grades 10-12 (fine arts, CTS, physical education, CALM, religious education) as a percentage of total credits awarded.
	Annual panel (educators, experts, parents, and public) satisfaction that selected student timetables in grades 7 to 12 reflect a broad program of studies.
A. 1c. Students receive a broad program of studies including: a basic understanding of a second language.	Annual percentage of high school students who completed a second language course by grade 12.
MEASURES ON HOLD UNTIL PROGRAM IS IN PLACE	
A. 1c. Students receive a broad program of studies including: a basic understanding of a second language.	Parent agreement that their child is progressing well in learning to use a second language.
	Annual percentage of elementary and junior high school students who completed a second language program.

*Religious education is not included on the common Accountability Pillar surveys.

Section A: Student Learning (continued)

Outcomes	Measures
A. 2. Students attain high standards of prescribed curriculum outcomes in a rich and challenging program.	Percentage of high school students receiving Rutherford Scholarships.
	Percentage of students who achieve standards (acceptable, excellence) on Achievement Tests (grade 3, 6 and 9) and Diploma Examinations.
	Alberta's rank on national and international assessments of student achievement.
	Level of panel (educators, experts, parents, and public) satisfaction that curriculum outcomes represent a rich and challenging program.
A. 3. Students achieve graduation requirements.	Percentage of students who receive a high school diploma, certificate, academic standing, enter an apprenticeship program or Alberta post-secondary institution directly from high school without a formal credential, within five years of entering grade 10.
A. 4. The learning system contributes to the student's intellectual, social, physical, emotional, and spiritual development.	Percentage of teacher, parent, student and board satisfaction with the opportunity for students to develop the intellectual, social, physical, emotional, and spiritual aspects within their school.
	Percentage of teacher, parent, public, student and board satisfaction that the learning system is contributing to the student's intellectual, social, physical, emotional, and spiritual development.
	Percentage of teacher, parent, public, student and board satisfaction with the overall quality of education in Alberta.
A. 5. Students learn to their maximum individual potential.	Percentage of teacher, parent, student and board satisfaction that students are challenged to their maximum individual potential.
	Percentage of students that drop out of school each year by grade level.

Section A: Student Learning (continued)

Outcomes	Measures
A. 6. Students demonstrate active citizenship.	Percentage of teacher, parent, public, student and board satisfaction that students model the characteristics of active citizenship.
	Percentage of students participating in school/community leadership, citizenship, and/or cultural activities.
A. 7. Students demonstrate the skills and attitudes for life-long learning.	Percentage of teacher, parent, public, employer and post-secondary instructor satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning.
	Percentage of high school graduate satisfaction that schooling has prepared them for lifelong learning 2, 4 and 10 years after high school completion.
A. 8. Students demonstrate preparedness for work.	Percentage of employers satisfied with the Conference Board of Canada employability skills of Alberta high school graduates hired within the last two years.
	Percentage of teacher, parent and board agreement that students have attitudes that make them successful in the world of work.
	Percentage of students who agree that they were prepared for the opportunities and expectations of the workplace two and four years after high school completion.
	Annual provincial ratio of total of high school students enrolled and credits awarded in career education (Work Experience, RAP, IOP, CTS) compared to total of high school students enrolled and credits attained (all subjects).
A. 9. Students make successful transitions to post-secondary learning.	Percentage of students who complete the first year at a post-secondary institution out of those that started their first year.
	Percentage of high school student satisfaction with their transition into post-secondary education after their first year in post-secondary studies.
	Focus groups of students' assessment of the success of their transition to post-secondary learning.
A. 10. Students value their education.	Percentage of high school students who value the education they received two and four years after school completion.

Section B: Opportunity to Learn

Outcomes	Measures
B. 1. Each student comes to school ready to learn.	Percentage of teacher, parent, student and board agreement that students arrive at school ready to learn.
B. 2. Students are provided assistance and support to ensure equitable opportunity to learn.	Percentage of teacher, parent, student and board satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
	Panel (educators, experts, parents, and public) satisfaction that students have opportunity to learn.
B. 3. Children at risk have their needs addressed through effective coordinated programs and supports.	The percentage of teacher, parent, student, and board agreement that programs for children at risk are easy to access and timely.*
	Case study tracking identification of children at risk and referral to services and services actually rendered.
B. 4. A safe and caring school environment facilitates student learning in an atmosphere of trust, respect, and inclusiveness.	Percentage of teacher, parent, student and board agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
B. 5. Appropriately-sized groups and settings allow teachers to meet the diverse, individual learning needs of students.	Percentage of teacher, parent, student and board satisfaction that the individual student is receiving the individual attention they require appropriate to their learning needs in their school.
B. 6. Students utilize appropriate learning resources.	The percentage of teacher, parent, student and board satisfaction that the student learning resources are a) available, b) current, appropriate and support curriculum outcomes and c) meet the learning needs of students.

* For the purpose of this measure, children at risk is those who are academically at risk, specifically students who do not achieve the acceptable standards on grades 3, 6 and 9 achievement tests in language arts and students who are excused from those tests.

Section C: Involvement

Outcomes	Measures
C. 1. Parents are involved meaningfully in their children's education.	Percentage of teacher, parent, student and board satisfaction with parental involvement in decisions about their child's education.
	Percentage of parents reporting involvement in their child's education.
	Percentage of students reporting their parent's involvement in their education.
	School reported parent involvement in specific activities in their child's school (attended general meeting, attended scheduled meeting with a teacher, attended school event, volunteered or served on a committee).
C. 2. The voices of students, parents, staff, and the community are heard, respected, and valued.	The percentage of parent, public, student and staff satisfaction that their input is considered, respected, and valued by the board.
	The percentage of parent, public, student, staff and board satisfaction that their input is considered, respected, and valued by the province.
	The percentage of parent, public, student, staff and board satisfaction that their input is considered, respected, and valued by the school.
C. 3. Systematic and sustainable school/family/community partnerships are fostered.	Percentage of parent satisfaction with a) assistance with parenting, b) effective school-to-home and home-to-school communication, c) meaningful school volunteer opportunities, d) information for families about support of student learning at home, e) opportunities for business and community collaboration.
	Percentage of schools and jurisdictions involved in education/business partnerships.
C. 4. Parent advisory councils fulfill their advisory role.	Percentage of teacher, parent (at large), board and council agreement that parent advisory councils are fulfilling their advisory role.
	Parent perception that parent advisory councils influence decisions made at their child's school. (Focus Groups)

Section D: Teaching and the Profession of Teaching

Outcomes	Measures
D. 1. High-quality teaching is provided to all students by certificated teachers.	Percentage of superintendents, other supervisory personnel and principals who believe that the teaching provided by certificated teachers to all students is of high quality.
D. 2. A positive teacher-student relationship exists.	The percentage of parent, student and teacher agreement that there is mutual respect and trust between teachers and students.
D. 3. Effective teaching and learning practices are fostered and valued.	Percentage of parent, teacher, principal and board agreement that best practices exist and are promoted within their jurisdiction.
	Percentage of teacher, principal, parent (ECS-12), student and board satisfaction that teachers help students achieve learning expectations and high standards.
D. 4. High-quality, accessible teacher education programs and stringent teacher certification requirements exist.	Percentage of teacher, principal and board agreement that new Alberta B.Eds are well prepared to meet their responsibilities as teachers.
	Percentage of Alberta B.Ed graduates' agreement that their teacher education program prepared them adequately to meet the teaching quality standard for initial certification, two years after graduation.
	Panel (educators, experts, parents, and public) satisfaction that teacher education programs are accessible and teacher certification requirements are stringent.
D. 5. Teaching is recognized as a profession and teachers exercise their judgment and authority consistent with their professional rights and responsibilities.	Percentage of teacher, parent, public, student and board agreement that teaching is a profession requiring its members to: a) have specialized knowledge and skills, b) apply their specialized knowledge and skills using reasoned judgment, c) provide a service to society.
D. 6. Ongoing professional growth is fostered through systematic professional development.	The percentage of teachers and boards reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Section E: Leadership and Governance

Outcomes	Measures
E. 1. The highest priority of the learning system is the success of each student.	Percentage of teacher, parent, public, student and board agreement that the highest priority of the learning system is the success of the student.
	Improvement over time of students, who are not subject to IPPs, performing below, at or above grade level.
	Improvement over time of students, who are subject to IPPs, meeting or not meeting IPP goals.
E. 2. The learning system is characterized by ongoing school improvement.	Percentage of teachers, parents, students and boards indicating that their school and school(s) in their jurisdiction have improved, stayed the same, or become worse in the last three years.
	Percentage of teachers, parents and boards indicating that the Alberta learning system has improved, stayed the same, or become worse in the last three years.
E. 3. Consultation, research, and commitment to principles guide policy decisions in the learning system.	The percentage of teacher, parent, public, student and board agreement that the learning system is committed to consultation, research, and principles of the School Act. *The learning system includes schools, province, school boards etc.*
E. 4. Student learning is supported by evaluation practices that provide information about important outcomes.	The percentage of teacher, parent, student, stakeholder and board agreement that Alberta Learning, school jurisdictions and schools use the results of student, teacher, program, school, and school system evaluation to improve student learning.
E. 5. Locally elected school boards are accountable to their electorates and responsive to their local communities.	Percentage of teacher, parent, public and board agreement that their jurisdiction is highly accountable and communicates effectively with the public. (See E7)
	Percentage of teacher, parent, public and board agreement that their jurisdiction is responsive to their local communities.
E. 6. The Program of Studies offered in public schools is free, universal, and accessible.	Teacher, parent, high school student and board satisfaction that core and optional courses are available for students to graduate on time.
	Percentage of teacher, parent, student and board agreement that the fees charged for consumables (instructional supplies, materials and rentals) are reasonable.
	Panel (educators, experts, public and parents) satisfaction that the Program of Studies offered in the jurisdictions or the province is free, universal and accessible.

Outcomes	Measures
E. 7. All elements of the learning system are highly accountable and communicate effectively with the public.	Percentage of teacher, parent, public, board satisfaction that the learning system (government, jurisdictions, schools) is highly accountable and communicates effectively with the public.
E. 8. The Government of Alberta is accountable for its role in the success of the learning system.	Stakeholder (ASBA, CASS, ATA, AHSCA, etc) satisfaction with the role of Alberta Learning, relating to selected core businesses, in the success of the learning system.
	Stakeholder satisfaction with the role of Alberta Government, relating to selected core businesses, in the success of the learning system.
E. 9. Effective and facilitative leadership supports teaching and learning.	Percentage of parent, public, student, staff and board satisfaction that the leadership at the school, school board and provincial level effectively supports and facilitates teaching and learning.
F. 1. Facilities meet the learning needs of students and the program delivery needs of staff.	Percentage of parent, student, staff and board satisfaction that the facility, space and equipment meet the learning needs of students.
	Percentage of parent, student, staff and board satisfaction that the facility, space and equipment meet the program delivery needs of staff.
F. 2. Facilities meet the physical needs of students, staff, and the community.	Percentage of buildings rated as good, fair, and poor according to the Capital Planning Initiative.
	Percentage of students, staff and community satisfaction that facilities meet the physical needs of students, staff and the community.
	Frequency distribution of the length of time from board request to provincial approval to completion of new construction or major capital improvements.

Appendix 6: Setting Targets for Performance Measures

Revised Targets are relevant for performance measures at all levels of Alberta's learning system, including school, authority and provincial levels of performance. The information provided below relates specifically to school authority target-setting.

Definition

A target is a desired level of performance or observable performance to be attained by a specified time. Targets are a commitment to improvement.

Purpose

Targets support continuous improvements and are used to assess and report achievement in relation to the desired level of performance. Targets indicate the extent of improvement the organization is striving to achieve by a point in time (e.g., by a certain year), and provide a focus for efforts to achieve improvement, including resource allocation, staffing, and strategy development and implementation.

New ***Principles***

1. Targets for performance measures are a valuable part of planning, assessment and reporting.
2. Targets should be meaningful, achievable and challenging.
3. Targets should benefit students and help improve student learning.
4. Target-setting should be an interactive process that takes a variety of qualitative and quantitative information into account:

   Private school authority and provincial performance over time provide a frame of reference for use in setting school targets. Private school targets will vary from provincial targets, taking into consideration school and community characteristics, past results and other information.
5. Targets should be communicated to parents and the school's community so that Albertans are part of the system-wide efforts to improve education for students.

New ***Target Requirements for Required Measures***

1. Targets should be expressed quantitatively in relation to a whole (e.g. percentages, ratios).
2. Authority targets need to be set in relation to provincial targets and results, as well as to authority results over time.
3. Authority targets are required for the required measures for which there is historical data. Specifically:
   - one-year targets when there are two years of data,
   - two-year targets when there are three years of data, and
   - three-year targets when there are four or more years of data.

4. Target setting should be consistent with data collection methods. Data reliability and variability should be considered in target setting. For example, since survey results based on random sampling have confidence intervals (e.g., plus or minus 2.5 % 19 times out of 20) to reflect sampling variability, targets for survey measures would need to exceed the latest actual result by more than the confidence interval in order to be considered improvement targets. For illustration, see the visual display example on page 42, *Public Satisfaction that High School Students are Well Prepared for Citizenship.* The targets of 60% for 2003/04 and 2004/05 are **maintenance** targets (i.e., they are within the confidence interval of the last actual result of 59% in 2002/03). The target value would need to be at least 62% to be considered an **improvement** target. (i.e., exceeding the confidence interval of the last actual result – 59% in 2002/03).

   Note on phase in of targets for student results on diploma examinations: Diploma examinations are being made comparable from year to year by building a common set of questions (anchor items) into the machine-scored portion and equating cut scores. This is taking place as the curriculum is revised for each diploma exam course. Once the exam is comparable for a course, authority targets will be required for diploma exam results. See table on page 44 for implementation of comparable exams and targets in diploma exam courses over the next few years. The information on the Diploma Examination Program available online at http://www.learning.gov.ab.ca/k_12/testing/diploma/dip_gib/ will be updated as more information becomes available about diploma exam comparability over time.

New Guidelines

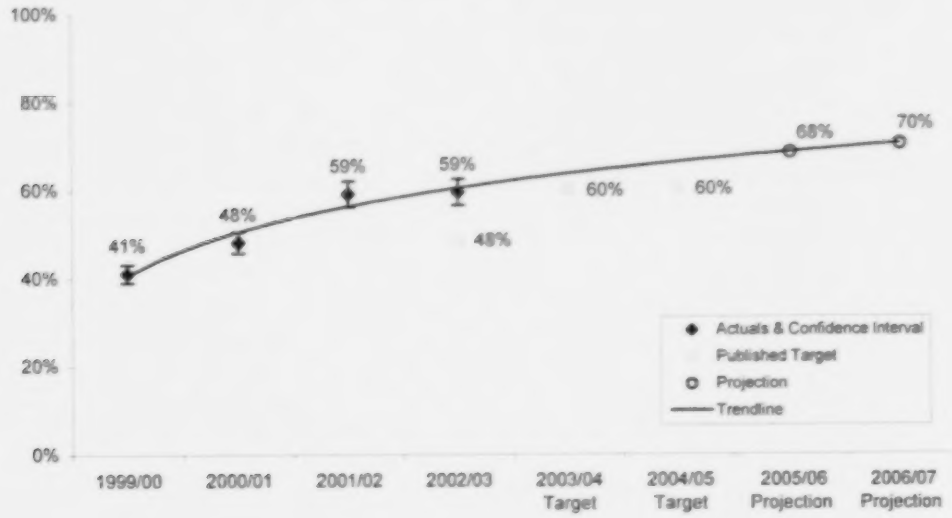
1. Consider a wide variety of information in setting targets: past performance, including trends over time on the measure under consideration as well as related measures (e.g., using prior years' Grade 3 achievement test results to set Grade 6 achievement test results), student or school characteristics, resources, both financial and human, that can be applied to achieve improvement, etc.
2. Involve stakeholders in setting targets at each level. Parent advisory councils and staff should have input in setting targets.
3. When setting targets, prioritize to focus on areas needing improvement, and ensure organizational capacity and resources are in place, including budget, staff and concrete actions of benefit to student learning that will be taken to improve results and achieve the targets.
4. While targets typically indicate the extent of improvement desired over current performance, it may be reasonable to set "hold the line" targets to maintain current levels of performance in some areas temporarily while directing attention to the areas where results are in greater need of improvement, or when results are at a high level (e.g., over 90%).
5. Set targets in relation to other targets, i.e., measures that impact each other. For example, performance on achievement tests in Grade 3 has implications for performance in Grade 6 three years later.
6. Visual displays, such as trend-line graphs and projections, aid in illustrating results and in setting targets. Trend lines, incorporating up to five years of historical data, or rolling three-year averages to smooth out year-to-year variability (particularly evident in smaller jurisdictions), shift the focus from

smaller, year-to-year changes to providing information about the longer term direction of the data, including estimates of future results. Examples that include projections are provided below.

7. Sound judgment that takes the local context into account, as well as local and provincial results, is needed for setting targets. In other words, trend data, graphs and projections are an aid to target-setting – they do not in themselves determine the targets.

New ***Examples of Visual Displays of Results and Projections***

Public Satisfaction that High School Students are Well Prepared for Citizenship



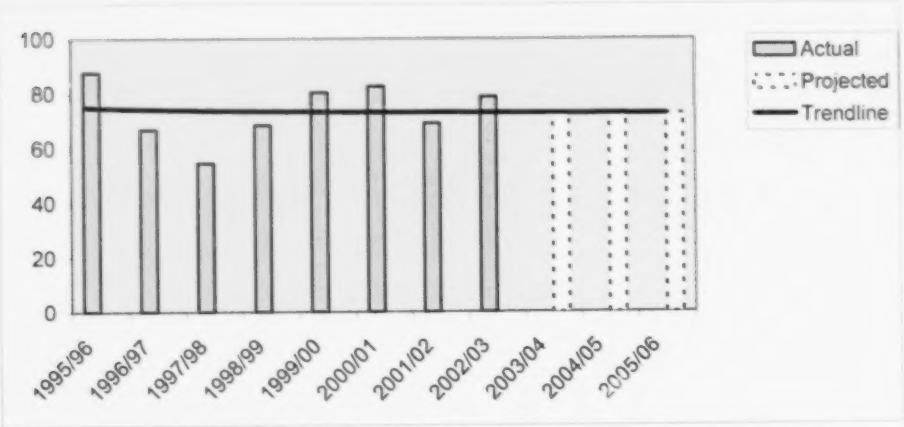
Notes:

- Results obtained by surveying a random sample of a target population (e.g., students, teachers) have a confidence interval, which is expressed as a percentage above and below the obtained result. A confidence interval indicates the expected variation from the obtained survey result, as a consequence of sampling and diversity among respondents, if repeated samples were surveyed. In the example above, the confidence intervals range from +/-2.2% to 2.9%, depending on the year. Differences in survey results over time or among respondent groups on the same survey question are reported at the .05 level of confidence (i.e., the same results would be obtained in repeated surveys 19 times out of 20). The lines above and below the results presented for public satisfaction with preparation for citizenship indicate the confidence interval around the obtained survey result.
- The maintenance target of 48% for 2002/03 was set in 2000 before the 2001/02 result of 59% was available. Similarly, the targets for 2003/04 and 2004/05 were set before the result of 59% was repeated in 2002/03. Judgment was used in setting the targets for 2003/04 and 2004/05. It was considered unrealistic to expect results to continue to increase at the rate achieved from 1999/2000 to 2001/02, as indicated by the projected trend line. Also, the question on the survey was clarified in 2001/02, which may have affected results in that and subsequent years.

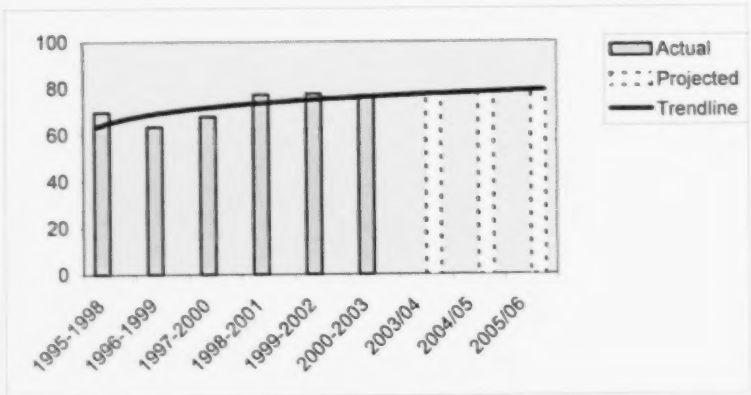
Provincial Achievement Test Results – Grade 6 Science Acceptable (cohort results)

The graphs that follow illustrate the difference in analysis of trends using year-to-year data (first graph) and rolling three-year averages (second graph) when there is considerable year-to-year variability. The rolling average smoothes out the variability and presents the trend line clearly. School authorities with smaller numbers of students taking each test (e.g., fewer than 100 students) are more likely to have greater variability in results from year to year and may wish to use a smoothing technique with longitudinal data to aid in setting targets.

PAT Acceptable Standard results and projections for Grade 6 Science (example jurisdiction)



Three-year moving averages and projections of PAT Acceptable Standard results for Grade 6 Science (example jurisdiction)



Notes:

- For the achievement test trend line above and the trend line for citizenship (next page), logarithmic trend lines were used to illustrate historical results and to project likely future results. Logarithmic trend lines are appropriate for proportional data (i.e., data expressed as percentages of a whole, and therefore ranging between 0% and 100%).
- While reporting five years of results is required, more years of comparable longitudinal data are useful in detecting trends over time to assist with target-setting.
- Another technique for smoothing (not illustrated) when there is a substantial data series would be to remove the highest and lowest results from the series, and prepare the trend line and projection based on the remaining results. If this approach were used with the Grade 6 science example above (top graph), the 1995/96 and 1997/98 results would be excluded from the trend line.

New

Timelines for Diploma Exam Equating/Target Setting (Information for future years)

Diploma examinations are being made comparable from year to year by building in a common set of test items (anchor items) and adjusting student scores so that standards for acceptable and for excellence remain constant (equating). The process varies in relation to subject-specific challenges.

This comparability of diploma exams over time is being implemented as diploma examination courses are being revised. Once the examination is comparable for a course, school authorities and schools will be required to start setting targets for the examination results when there is one year of results comparable to the baseline year results. Provided below is the schedule over the next few years for equating diploma examinations and setting targets for results. Detailed information will be provided online as it becomes available at http://www.learning.gov.ab.ca/k_12/testing/diploma/dip_gib/.

School Year	Social Studies 30 Social Studies 33	Pure Mathematics 30 Applied Mathematics 30	Biology 30 Physics 30 Chemistry 30	English Language Arts 30-1 English Language Arts 30-2
2003/04	Baseline established for equating.			
2004/05	• One year of comparable results available. • Set one-year target for 2006/07.	Baseline established for equating.	Baseline established for equating.	
2005/06	• Two years of comparable results available. • Set targets for 2007/08.	• One year of comparable results available. • Set one-year target for 2007/08.	• One year of comparable results available.	Baseline established for equating.
2006/07	• Three years of comparable results available. • Assess achievement of 2006//07 results vs. target.	• Two years of comparable results available. • Set targets for 2008/09 and 2009/10.	• Two years of comparable results available.	• One year of comparable results available. • Set one-year target for 2008/09.
2007/08	• Four years of comparable results available. • Assess achievement of 2007/08 results vs. target.	• Three years of comparable results available. • Set targets for 2010/11. • Assess achievement of 2007/08 results vs. target.	New curriculum implemented.	• Two years of comparable results available. • Set targets for 2009/10 and 2010/11.
2008/09	New curriculum implemented.	• Four years of comparable results available. • Set targets for 2011/12. • Assess achievement of 2008/09 results vs. target.	Baseline established for equating.	• Three years of comparable results available. • Set targets for 2011/12. • Assess achievement of 2006//07 results vs. target.
2009/10	Baseline established for equating.	Cycle continues; target setting rolls forward a year.	• Two years of comparable results available. • Set one-year target for 2011/12.	• Four years of comparable results available. • Set targets for 2012/13. • Assess achievement of 2009/10 results vs. target.

Note: Establishing baselines for equating will be done only for multiple-choice tests, and for English versions of tests (not Français 30 or French versions, due to small populations). Similarly, there will not be an equating process for Science 30, also because of small populations. The curriculum revision schedule will be monitored closely and the timeline adjusted if the timing of revising a diploma examination course changes. Jurisdictions will be advised of any changes to the timeline.

Appendix 7: Measuring Performance through Surveys

Revised

Introduction

Gathering feedback and perspectives from stakeholders and beneficiaries of the learning system provides insight on the attitudes and opinions of Albertans on the performance of the learning system. Conducting survey research is an important tool for determining what is working well, where improvement is required, and how it can be achieved.

School Authority Surveys

Many private school authorities routinely conduct surveys of variety of client groups. These surveys provide a wealth of information that informs management and decision making. Private school authorities may choose to include local survey measures in their three-year plans as measures for provincial or local goals and to report these survey results in their AERRs.

Survey Resources

New

There are many published resources on conducting surveys. To assist school authorities in planning, designing and implementing surveys, a handbook was prepared by Hargroup Management Consultants, Inc. (under contract to Alberta Learning) and tailored to the type of surveys conducted by school jurisdictions. This document, *How to Conduct Satisfaction Surveys: A Practical Guide to Conducting Surveys within Alberta's Learning System*, is available online at http://www.learning.gov.ab.ca/educationsystem/Satisfaction/ and describes in detail (pages 4-33) the key steps from the following checklist for those involved in conducting satisfaction surveys in Alberta's basic learning system.

Phases of a Survey

Planning a Survey

- Develop a description of the satisfaction survey project.
- Define the survey population (students, parents, teachers or citizens).
- Identify key research questions or objectives.
- Establish the project budget and timelines, including determining if the survey will be conducted in-house or contracted to a survey research firm.

Designing the Survey

- Determine the data collection techniques.
- Design the survey tools and instruments (e.g., questionnaire).
- Pre-test the survey tools and instruments.

Conducting the Survey

- Prepare instruments, staff and equipment for survey administration, including selecting a contractor, if used.
- Collect data from respondents.
- Prepare data for analysis.
- Analyze the data.

Communicating Survey Results

- Identify stakeholder groups to report survey results.
- Determine methods to report survey results.
- Prepare survey results report.
- Communicate results to interested individuals or groups.

Implementing Survey Results

- Develop and implement initiatives to address the survey results.
- Gain additional feedback from stakeholders.
- Evaluate the successes and challenges of the survey project.
- Plan future satisfaction measurement issues.

Another useful resource on conducting surveys in the public sector (*Client Satisfaction Surveys*, October 1998) was prepared by the Alberta Auditor General's Office. This document is available on the Internet at: http://www.oag.ab.ca under "Reading Room."

The following pages contain the provincial surveys of grades 4, 7 and 10 students, parents and teachers and of board members of public, separate, francophone and charter schools. These instruments are provided as they contain questions that may be of interest to private school authorities in developing survey instruments and identifying measures for their plans.

Student Grade 4 Questionnaire

Dear Student:

Please help Alberta Learning by answering the questions on this form.

- Do not write your name on this form.
- Read each question and answer it carefully.
- Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O).
- If you are unsure about a question, fill in the circle under 'Don't Know' or leave it blank.
- This is not a test. There are no right or wrong answers.
- When you are finished, please place your completed questionnaire in the envelope provided for your class

The answers you provide will not be shared with anyone.

Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O). The circle must be completely filled in.

Please answer the following questions:	Very Good	Good	Poor	Very Poor	Don't Know
1. Do you think your school is	O_1	O_2	O_3	O_4	O_5
2. Are the teachers in your school	O_1	O_2	O_3	O_4	O_5

	Yes	No	Don't know
3. At school, do most students help each other	O_1	O_2	O_3
4. At school, do most students respect each other	O_1	O_2	O_3
5. At school, do most students follow the rules	O_1	O_2	O_3
6. Are you proud of your school	O_1	O_2	O_3
7. At school, are you encouraged to try your best	O_1	O_2	O_3
8. Is it easy to get help with school work at your school if you need it	O_1	O_2	O_3
9. Can you get help at your school with problems that are not related to school work	O_1	O_2	O_3
10. When you need it, are teachers at your school available to help you	O_1	O_2	O_3
11. Do you feel safe at school	O_1	O_2	O_3
12. Do you feel safe on the way to and from school	O_1	O_2	O_3
13. Do other students treat you well	O_1	O_2	O_3
14. Do your teachers care about you	O_1	O_2	O_3
15. Are you treated fairly by adults in your school	O_1	O_2	O_3

16. Are you a girl or boy?

O_1 Girl O_2 Boy

Thank you for your time and assistance with this survey.

Student Grade 7 Questionnaire

Dear Student:

Please help Alberta Learning by answering the questions on this form.

- Do not write your name on this form.
- Read each question and answer it carefully.
- Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O).
- If you are unsure about a question, fill in the circle under 'Don't Know' or leave it blank.
- This is not a test. There are no right or wrong answers.
- When you are finished, please place your completed questionnaire in the envelope provided for your class

The answers you provide will not be shared with anyone.

Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O). The circle must be completely filled in.

Please answer the following questions:	**Very Good**	**Good**	**Poor**	**Very Poor**	**Don't Know**
1. Overall, is the education you are receiving at school	O_1	O_2	O_3	O_4	O_5
2. Is the quality of teaching at your school	O_1	O_2	O_3	O_4	O_5
3. Is the variety of courses available to you at school	O_1	O_2	O_3	O_4	O_5
4. Are the opportunities you have to learn about **music** at school	O_1	O_2	O_3	O_4	O_5
5. Are the opportunities you have to learn about **drama** at school	O_1	O_2	O_3	O_4	O_5
6. Are the opportunities you have to learn about **art** at school	O_1	O_2	O_3	O_4	O_5
7. Are the opportunities you have to learn about **computers** at school	O_1	O_2	O_3	O_4	O_5
8. Are the opportunities you have to learn about **health** at school	O_1	O_2	O_3	O_4	O_5
9. Are the opportunities you have to learn **another language** at school	O_1	O_2	O_3	O_4	O_5
10. Are the opportunities you have to participate in **physical education** at school	O_1	O_2	O_3	O_4	O_5

Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O). The circle must be completely filled in.

Do you agree or disagree with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
11. The core subjects (math, language arts, social studies, science) I am learning at school are useful to me	O_1	O_2	O_3	O_4	O_5
12. My school work is interesting	O_1	O_2	O_3	O_4	O_5
13. My school work is challenging	O_1	O_2	O_3	O_4	O_5
14. It is clear what I am expected to learn at school	O_1	O_2	O_3	O_4	O_5
15. At school, students help each other	O_1	O_2	O_3	O_4	O_5
16. At school, students respect each other	O_1	O_2	O_3	O_4	O_5
17. At school, I am encouraged to get involved in activities that help people in my community	O_1	O_2	O_3	O_4	O_5
18. At school, I am encouraged to try my best	O_1	O_2	O_3	O_4	O_5
19. At school, students follow the rules	O_1	O_2	O_3	O_4	O_5
20. I am proud of my school	O_1	O_2	O_3	O_4	O_5
21. I would recommend my school to a friend	O_1	O_2	O_3	O_4	O_5
22. It is easy to get help with school work at my school if I need it	O_1	O_2	O_3	O_4	O_5
23. I can get help at my school with problems that are not related to school work	O_1	O_2	O_3	O_4	O_5
24. When I need it, teachers at my school are available to help me	O_1	O_2	O_3	O_4	O_5
25. I feel safe at school	O_1	O_2	O_3	O_4	O_5
26. I feel safe on the way to and from school	O_1	O_2	O_3	O_4	O_5
27. Other students treat me well	O_1	O_2	O_3	O_4	O_5
28. My teachers care about me	O_1	O_2	O_3	O_4	O_5
29. I am treated fairly by adults at my school	O_1	O_2	O_3	O_4	O_5

30. Are you male or female?

O_1 Female O_2 Male

Thank you for your time and assistance with this survey.

Student Grade 10 Questionnaire

Dear Student:

Please help Alberta Learning by answering the questions on this form.

- In order to keep your responses anonymous, please do not write your name on this form.
- Read each question and answer it carefully.
- Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O).
- If you are unsure about a question, fill in the circle under 'Don't Know' or leave it blank.
- This is not a test. There are no right or wrong answers.
- When you are finished, please place your completed questionnaire in the envelope provided for your class

The answers you provide will not be shared with anyone.

Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O). The circle must be completely filled in.

Please answer the following questions:	**Very Good**	**Good**	**Poor**	**Very Poor**	**Don't Know**
1. Overall, is the education you are receiving at school	O_1	O_2	O_3	O_4	O_5
2. Is the quality of teaching at your school	O_1	O_2	O_3	O_4	O_5
3. Is the variety of courses available to you at school	O_1	O_2	O_3	O_4	O_5
4. Are the opportunities you have to learn about **music** at school	O_1	O_2	O_3	O_4	O_5
5. Are the opportunities you have to learn about **drama** at school	O_1	O_2	O_3	O_4	O_5
6. Are the opportunities you have to learn about **art** at school	O_1	O_2	O_3	O_4	O_5
7. Are the opportunities you have to learn about **computers** at school	O_1	O_2	O_3	O_4	O_5
8. Are the opportunities you have to learn about **health** at school	O_1	O_2	O_3	O_4	O_5
9. Are the opportunities you have to learn **another language** at school	O_1	O_2	O_3	O_4	O_5
10. Are the opportunities you have to participate in **physical education** at school	O_1	O_2	O_3	O_4	O_5

Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O). The circle must be completely filled in.

Do you agree or disagree with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
11. The core subjects (math, language arts, social studies, science) I am learning at school are useful to me	O_1	O_2	O_3	O_4	O_5
12. My school work is interesting	O_1	O_2	O_3	O_4	O_5
13. My school work is challenging	O_1	O_2	O_3	O_4	O_5
14. It is clear what I am expected to learn at school	O_1	O_2	O_3	O_4	O_5
15. At school, students help each other	O_1	O_2	O_3	O_4	O_5
16. At school, students respect each other	O_1	O_2	O_3	O_4	O_5
17. At school, I am encouraged to get involved in activities that help people in my community	O_1	O_2	O_3	O_4	O_5
18. At school, I am encouraged to try my best	O_1	O_2	O_3	O_4	O_5
19. At school, students follow the rules	O_1	O_2	O_3	O_4	O_5
20. I am proud of my school	O_1	O_2	O_3	O_4	O_5
21. I would recommend my school to a friend	O_1	O_2	O_3	O_4	O_5
22. It is easy to get help with school work at my school if I need it	O_1	O_2	O_3	O_4	O_5
23. I can get help at my school with problems that are not related to school work	O_1	O_2	O_3	O_4	O_5
24. When I need it, teachers at my school are available to help me	O_1	O_2	O_3	O_4	O_5
25. I feel safe at school	O_1	O_2	O_3	O_4	O_5
26. I feel safe on the way to and from school	O_1	O_2	O_3	O_4	O_5
27. Other students treat me well	O_1	O_2	O_3	O_4	O_5
28. My teachers care about me	O_1	O_2	O_3	O_4	O_5
29. I am treated fairly by adults at my school	O_1	O_2	O_3	O_4	O_5

30. Are you a male or female?

O_1 Female O_2 Male

Thank you for your time and assistance with this survey.

Alberta Learning - Parents Survey 2004

- In order to keep your responses anonymous, please do not write your name on this form.
- Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O).
- If you are unsure about a question, fill in the circle under 'Don't Know' or leave it blank.
- Only aggregated data will be reported.
- All questionnaire data will be managed in accordance to the *Freedom of Information and Protection of Privacy Act*.
- Do not return the cover letter that accompanied this form.
- When finished, please return in the provided postage-paid envelope by March 1, 2004

How satisfied or dissatisfied are you ...	Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O). The circle must be completely filled in.				
	Very Satisfied	**Satisfied**	**Dis-satisfied**	**Very Dis-Satisfied**	**Don't Know**
1. With the quality of education your child is receiving at school?	O_1	O_2	O_3	O_4	O_5
2. With the quality of teaching at your child's school?	O_1	O_2	O_3	O_4	O_5
3. With the variety of subjects available to your child at school?	O_1	O_2	O_3	O_4	O_5
4. With the opportunities your child has to learn about the following topics at school:					
a. Music?	O_1	O_2	O_3	O_4	O_5
b. Drama?	O_1	O_2	O_3	O_4	O_5
c. Art?	O_1	O_2	O_3	O_4	O_5
d. Computers?	O_1	O_2	O_3	O_4	O_5
e. Health?	O_1	O_2	O_3	O_4	O_5
f. Another language?	O_1	O_2	O_3	O_4	O_5
5. With the opportunities your child has to participate in physical education at school?	O_1	O_2	O_3	O_4	O_5

To what extent do you agree or disagree that ...	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Dis-Agree**	**Don't Know**
6. Your child is learning what he or she needs to know?	O_1	O_2	O_3	O_4	O_5
7. Your child finds school work interesting?	O_1	O_2	O_3	O_4	O_5
8. Your child finds school work challenging?	O_1	O_2	O_3	O_4	O_5

9. Your child clearly understands what he or she is expected to learn at school?	O_1	O_2	O_3	O_4	O_5
10. Students at your child's school help each other when they can?	O_1	O_2	O_3	O_4	O_5
11. Students at your child's school respect each other?	O_1	O_2	O_3	O_4	O_5
12. Your child is encouraged at school to be involved in activities that help the community?	O_1	O_2	O_3	O_4	O_5
13. Your child is encouraged at school to try his or her best?	O_1	O_2	O_3	O_4	O_5
14. Students at your child's school follow the rules?	O_1	O_2	O_3	O_4	O_5

Please continue to answer the questions presented below. **To what extent do you agree or disagree that ...**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Dis-Agree**	**Don't Know**
15. Your child is safe at school?	O_1	O_2	O_3	O_4	O_5
16. Your child is safe on the way to and from school?	O_1	O_2	O_3	O_4	O_5
17. Students treat each other well at your child's school?	O_1	O_2	O_3	O_4	O_5
18. Teachers care about your child?	O_1	O_2	O_3	O_4	O_5
19. Your child is treated fairly by adults at school?	O_1	O_2	O_3	O_4	O_5
20. Your child can easily access programs and services at school to get help with school work?	O_1	O_2	O_3	O_4	O_5
21. Your child can get help at school with problems that are not related to school work?	O_1	O_2	O_3	O_4	O_5
22. When your child needs it, teachers at your child's school are available to help him or her?	O_1	O_2	O_3	O_4	O_5

How satisfied or dissatisfied are you that ...	**Very Satisfied**	**Satisfied**	**Dis-satisfied**	**Very Dis-Satisfied**	**Don't Know**
23. High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime?	O_1	O_2	O_3	O_4	O_5
24. Your child is taught the knowledge, skills and attitudes necessary for learning throughout his or her lifetime?	O_1	O_2	O_3	O_4	O_5
25. Your child is taught attitudes and behaviors to be successful at work when he or she leaves school?	O_1	O_2	O_3	O_4	O_5

	A Lot	**Some**	**Very Little**	**Not At All**	**Don't Know**
26. To what extent are you involved in decisions about your child's education? Would you say	O_1	O_2	O_3	O_4	O_5

	Very satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know
How satisfied or dissatisfied are you:					
27. With the opportunity to be involved in decisions about your child's education?	O_1	O_2	O_3	O_4	O_5

	A Lot	Some	Very Little	Not At All	Don't Know
28. To what extent are you involved in decisions at your child's school? Would you say	O_1	O_2	O_3	O_4	O_5
How satisfied or dissatisfied are you:	**Very satisfied**	**Satisfied**	**Dis-satisfied**	**Very Dis-satisfied**	**Don't Know**
29. With the opportunity to be involved in decisions at your child's school?	O_1	O_2	O_3	O_4	O_5
30. That your input into decisions at your child's school is considered?	O_1	O_2	O_3	O_4	O_5

	Improved	Stayed The Same	Declined	Don't Know
31. In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years?	O_1	O_2	O_3	O_4

The next question is asked so that we may group your answer with others that have been gathered in the survey. All answers will be kept strictly confidential.

32. Is your child male or female?

O_1 Female O_2 Male

Thank you for your time and assistance with this survey.

Teacher Questionnaire

- Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O).
- If you are unsure about a question, fill in the circle under 'Don't Know' or leave it blank.
- In order to keep your responses anonymous, please do not write your name on this form.
- When finished, please place your questionnaire in the envelope provided for teacher questionnaires for your school.
- Only aggregated data will be reported.
- All questionnaire data will be managed in accordance to the *Freedom of Information and Protection of Privacy Act*.

	Using a pencil, fill in the circle that best describes your answer to the question (e.g. OO●O). The circle must be completely filled in.				
How satisfied or dissatisfied are you ...	**Very Satisfied**	**Satisfied**	**Dis-satisfied**	**Very Dis-Satisfied**	**Don't Know**
1. With the quality of education students at your school are receiving?	O_1	O_2	O_3	O_4	O_5
2. With the quality of teaching at your school?	O_1	O_2	O_3	O_4	O_5
3. With the variety of subjects available to students at your school?	O_1	O_2	O_3	O_4	O_5
4. With the opportunities students at your school have to learn about the following topics:					
a. Music?	O_1	O_2	O_3	O_4	O_5
b. Drama?	O_1	O_2	O_3	O_4	O_5
c. Art?	O_1	O_2	O_3	O_4	O_5
d. Computers?	O_1	O_2	O_3	O_4	O_5
e. Health?	O_1	O_2	O_3	O_4	O_5
f. Another language?	O_1	O_2	O_3	O_4	O_5
5. With the opportunities students at your school have to participate in physical education?	O_1	O_2	O_3	O_4	O_5

Teacher Questionnaire continued...

Please continue to answer the questions presented below.					
To what extent do you agree or disagree that ...	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Dis-Agree**	**Don't Know**
6. Students at your school are learning what they need to know?	O_1	O_2	O_3	O_4	O_5
7. Students at your school find school work interesting?	O_1	O_2	O_3	O_4	O_5
8. Students at your school find school work challenging?	O_1	O_2	O_3	O_4	O_5

9. Students at your school clearly understand what they are expected to learn at school?	O_1	O_2	O_3	O_4	O_5
10. Students at your school help each other when they can?	O_1	O_2	O_3	O_4	O_5
11. Students at your school respect each other?	O_1	O_2	O_3	O_4	O_5
12. Students are encouraged at your school to be involved in activities that help the community?	O_1	O_2	O_3	O_4	O_5
13. Students are encouraged at your school to try their best?	O_1	O_2	O_3	O_4	O_5
14. Students at your school follow the rules?	O_1	O_2	O_3	O_4	O_5
15. Students are safe at your school?	O_1	O_2	O_3	O_4	O_5
16. Students are safe on the way to and from your school?	O_1	O_2	O_3	O_4	O_5
17. Students treat each other well at your school?	O_1	O_2	O_3	O_4	O_5
18. Teachers at your school care about their students?	O_1	O_2	O_3	O_4	O_5
19. Students are treated fairly by adults at your school?	O_1	O_2	O_3	O_4	O_5
20. Students can easily access programs and services at your school to get help with school work?	O_1	O_2	O_3	O_4	O_5
21. Students can get help at your school with problems that are not related to school work?	O_1	O_2	O_3	O_4	O_5
22. When students need it, teachers at your school are available to help them?	O_1	O_2	O_3	O_4	O_5

How satisfied or dissatisfied are you that ...	**Very Satisfied**	**Satisfied**	**Dis-satisfied**	**Very Dis-Satisfied**	**Don't Know**
23. High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime?	O_1	O_2	O_3	O_4	O_5
24. Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime?	O_1	O_2	O_3	O_4	O_5
25. Students at your school are taught attitudes and behaviors to be successful at work when they leave school?	O_1	O_2	O_3	O_4	O_5

Teacher Questionnaire continued...

	A Lot	Some	Very Little	Not At All	Don't Know
26. To what extent are parents or guardians involved in decisions about their children's education? Would you say.....	O_1	O_2	O_3	O_4	O_5
	Very satisfied	**Satisfied**	**Dis-satisfied**	**Very Dis-satisfied**	**Don't Know**
How satisfied or dissatisfied are you:					
27. With the opportunity for parents or guardians to be involved in decisions about their children's education?	O_1	O_2	O_3	O_4	O_5

	A Lot	Some	Very Little	Not At All	Don't Know
28. To what extent are parents or guardians involved in decisions at your school? Would you say	O_1	O_2	O_3	O_4	O_5
How satisfied or dissatisfied are you:	**Very satisfied**	**Satisfied**	**Dis-satisfied**	**Very Dis-satisfied**	**Don't Know**
29. With the opportunity for parents or guardians to be involved in decisions at your school?	O_1	O_2	O_3	O_4	O_5
30. That the input of parents or guardians into decisions at your school is considered?	O_1	O_2	O_3	O_4	O_5

	Improved	Stayed The Same	Declined	Don't Know
31. In your opinion, has the quality of education at your school improved, stayed the same, or declined in the past three years?.....	O_1	O_2	O_3	O_4

The last question is asked so that we may group your answer with others that have been gathered in the survey. All answers will be kept strictly confidential.

32. What grades do you teach? O_1 Grade 4 O_2 Grade 7 O_3 Grade 10

33. How many years have you been teaching?

O_1 Less than 3 years
O_2 3 to 5 years
O_3 More than 5 to 10 years
O_4 More than 10 to 15 years
O_5 More than 15 to 20 years
O_6 More than 20 years

Thank you for your time and assistance with this survey.

School Board Member Questionnaire

Hello, may I speak with (Name of School Board Member).

Hello, my name is _____ from _____. I am calling on behalf of Alberta Learning for a survey about the schools in your jurisdiction and the learning system within Alberta. This important survey is being conducted by Alberta Learning to help improve education throughout the province. Your participation in the survey would be very helpful. Do you have a few minutes to participate in this survey?

All responses that you provide in this survey will be managed in accordance to the *Freedom of Information and Protection of Privacy Act*. . Participation in the survey is strictly voluntary.

If you feel that a question does not apply to you or you do not want to answer a specific question, please tell me.

How satisfied or dissatisfied are you ...	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-Satisfied	Don't know	Prefer not to Answer N/A
1. With the quality of education students are receiving in your jurisdiction?	O1	O2	O3	O4	O5	O6
2. With the quality of teaching at schools in your jurisdiction?	O1	O2	O3	O4	O5	O6
3. That students in your jurisdiction are taught attitudes and behaviors to be successful at work when they leave school?	O1	O2	O3	O4	O5	O6

To what extent do you agree or disagree that...	Strongly Agree	Agree	Disagree	Strongly Dis-Agree	Don't Know	Prefer not to Answer NA
4. Students in your jurisdiction are learning what they need to know?	O1	O2	O3	O4	O5	O6
5. Students in your jurisdiction find school work interesting?	O1	O2	O3	O4	O5	O6
6. Students in your jurisdiction find school work challenging?	O1	O2	O3	O4	O5	O6
7. Students in your jurisdiction clearly understand what they are expected to learn at school?	O1	O2	O3	O4	O5	O6
8. Students in your jurisdiction help each other when they can?	O1	O2	O3	O4	O5	O6
9. Students in your jurisdiction respect each other?	O1	O2	O3	O4	O5	O6

10. Students in your jurisdiction are encouraged at school to be involved in activities that help the community?	O_1	O_2	O_3	O_4	O_5	O_6
11. Students in your jurisdiction are encouraged at school to try their best?	O_1	O_2	O_3	O_4	O_5	O_6
12. Students in your jurisdiction follow the rules?	O_1	O_2	O_3	O_4	O_5	O_6

School Board Member Questionnaire continued...

To what extent do you agree or disagree that: ...	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Dis-Agree**	**Don't Know**	**Prefer not to Answer NA**
13. Students in your jurisdiction are safe at school?	O_1	O_2	O_3	O_4	O_5	O_6
14. Students in your jurisdiction are safe on the way to and from school?	O_1	O_2	O_3	O_4	O_5	O_6
15. Students in your jurisdiction treat each other well at school?	O_1	O_2	O_3	O_4	O_5	O_6
16. Teachers in your jurisdiction care about their students?	O_1	O_2	O_3	O_4	O_5	O_6
17. Students in your jurisdiction are treated fairly by adults at their schools?	O_1	O_2	O_3	O_4	O_5	O_6
18. Students in your jurisdiction can easily access programs and services at school to get help with school work?	O_1	O_2	O_3	O_4	O_5	O_6
19. Students in your jurisdiction can get help at school with problems that are not related to school work?	O_1	O_2	O_3	O_4	O_5	O_6
20. When students need it, teachers in your jurisdiction are available to help them?	O_1	O_2	O_3	O_4	O_5	O_6

	A Lot	**Some**	**Very Little**	**Not At All**	**Don't Know**	**Prefer not to answer NA**
21. To what extent are parents or guardians in your jurisdiction involved in decisions about their children's education? Would you say	O_1	O_2	O_3	O_4	O_5	O_6
How satisfied or dissatisfied are you:	**Very satisfied**	**Satisfied**	**Dis-satisfied**	**Very Dis-satisfied**	**Don't Know**	**Prefer not to answer NA**
22. With the opportunity for parents or guardians in your jurisdiction to be involved in decisions about their children's education?	O_1	O_2	O_3	O_4	O_5	O_6

	A Lot	Some	Very Little	Not At All	Don't Know	Prefer not to answer NA
23. To what extent are parents or guardians involved in decisions at schools in your jurisdiction? Would you say	O_1	O_2	O_3	O_4	O_5	O_6
How satisfied or dissatisfied are you:	**Very satisfied**	**Satisfied**	**Dis-satisfied**	**Very Dis-satisfied**	**Don't Know**	**Prefer not to answer NA**
24. With the opportunity for parents or guardians to be involved in decisions at schools in your jurisdiction?	O_1	O_2	O_3	O_4	O_5	O_6
25. That the input of parents or guardians into decisions at schools in your jurisdiction is considered?	O_1	O_2	O_3	O_4	O_5	O_6

	Improved	Stayed The Same	Declined	Don't Know	Prefer not to answer NA
26. In your opinion, has the quality of education in schools in your jurisdiction improved, stayed the same, or declined in the past three years?	O_1	O_2	O_3	O_4	

The next question is asked so that we may group your answer with others that have been gathered in the survey. All answers will be kept strictly confidential.

How many years have you been a school board member?

O_1 Less than 3 years
O_2 3 to 6 years
O_3 More than 6 to 9 years
O_4 More than 9 to 12 years
O_5 More than 12 to 15 years
O_6 More than 15 years

Thank you for participating in this survey

New **Appendix 8: Glossary of Terms**

Planning and Accountability Terms

Accountability: Being answerable to a higher authority, e.g. a funding agency, for use of funds, results achieved and for taking action to make continuous improvement and achieve desired results.

Baseline: A set of data used as a starting point to measure changes over time using the same methodology.

Continuous Improvement: Using performance results to adjust strategies and practices so that improvement in performance is achieved over time.

Goals: Goals are broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims.

Issues: An issue is a condition that may affect the organization's ability to fulfill its mandate or achieve its goals.

Mission Statement: A mission statement is a clear, concise description of a school jurisdiction's overall purpose and role. It gives direction to the programs and services that the jurisdiction provides for its students.

Outcomes: Outcomes are measurable statements of what school jurisdictions and schools seek to achieve. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

Performance Measures: Performance measures provide information on important, quantifiable aspects of the education system. They enable jurisdictions to assess progress toward achieving goals and outcomes.

Principles and Beliefs: Principles and beliefs guide decision-making and provide a foundation for developing mission, vision and goals.

Profile: A profile is a brief description of the school jurisdiction or school that gives context for the plan. Profiles inclu !e characteristics of communities, students, programs and location.

Strategies: Strategies are actions that school jurisdictions and schools take to achieve goals and desired outcomes that meet the needs of all their students. They address local circumstances, issues, trends and opportunities.

Targets: Targets show desired levels of performance to be attained by a certain time. Targets are expressed quantitatively.

Trend: A trend shows a direction of data over time, e.g., enrolment growth.

Vision: A vision looks into the future. It describes a set of ideal circumstances and characteristics for the organization.

New Testing Related Terms (In logical rather than alphabetical order)

Test Equating: Test equating is a procedure that establishes the relationship between scores from two or more tests and places those scores on a common scale so that student test results from different forms can be directly compared. This procedure is usually applied in situations where multiple test forms, similar in content but possibly different in test difficulty, are administered on different test dates. A variety of different statistical procedures can be used to equate tests scores. Equated scores from different forms can be directly compared. Equated scores typically will represent the same level of achievement, no matter which form the student wrote.

Anchor Item: Anchor items are used in the test-equating procedures currently applied by the Learner Assessment Branch. Since all students answer the same set of anchor items, it is possible to determine the relative difficulty of the different forms and adjust student scores appropriately. Sets of anchor items are chosen to represent the curriculum and the range of item difficulties as broadly as possible. In order to preserve the validity of the anchor items, they must be kept secure.

Statistics and Survey Research Terms (in logical, rather than alphabetical order)

Statistical Inference: Using information from a sample to draw conclusions (inferences) about the population from which the sample was drawn.

Population: Any entire collection of persons or things from which we may collect data. It is the entire group we wish to describe or draw conclusions about.

Sample: A subset of units selected from the larger group (the population). Samples are studied, for reasons of efficiency, to draw valid conclusions about the population.

Census Sample: A sample drawn from a finite population that includes all members of the population.

Random Sample: A subset of a population where every item in the population has the same probability of being in the sample. The primary goal of survey research is to use information collected from a sample to characterize a certain population.

Convenience Sample: A sample where cases are selected, in part or in whole, at the convenience of the researcher (e.g., selecting a sample of students in a school by standing in the hall and interviewing those students who walk by).

Stratified Sample: A sample selected to ensure that key characteristics of the target population (e.g., gender, age, geographic distribution) are adequately represented.

Judgement Sample: (also referred to as "purposive sampling") A sample selected based on the researcher's assessment of their suitability for inclusion in the sample (e.g., selecting persons to a sample who, in the researcher's judgement, are likely to be well informed about the issue under study).

Confidence Interval: A survey result obtained from a random sample of the target population has a confidence interval, expressed as a percentage above and below the obtained result, which indicates the expected variation from the obtained survey result as a consequence of sampling and diversity among respondents. Confidence intervals indicate whether differences in survey results over time (or differences

among respondent groups to the same question) are likely the result of sampling variation or represent actual differences.

Standard Deviation: A measure of the spread or dispersion of a set of data. The more widely the values are spread out, the larger the standard deviation.

Survey Instrument (Questionnaire): A set of questions designed and used to gather specific information from survey respondents.

Scales (Measurement type): A basis for ordering or categorizing data to facilitate meaningful comparisons of the aggregate data. **Nominal scales** are used for categorizing/ordering data having a limited number of possible outcomes that cannot be placed in any order representing the intrinsic properties of the measurements (e.g., male/female). **Ordinal scales** are used when the relative values of the data being collected are defined in terms of being lesser, equal to or greater than data elements (e.g., strongly agree, agree, disagree, strongly disagree). **Interval scales** are used when the magnitude of the differences among the observational units is defined in quantitative terms (e.g. amount of money expressed in dollars, weight in pounds, age in years).

Mean: The mean (or "average") of a set of observations is simply their sum, divided by the total number of observations.

Weighted Average: A procedure for combining the mean of two or more groups of different sizes that takes the size of the groups into account when computing the overall average.